Physical Education teachers' perspectives on the 14-19 Physical Education Curriculum in England:

A sociological study

Thesis submitted in accordance with the requirements of the University of Chester for the degree of Doctor of Philosophy

Simon John Bicknell

April 2015

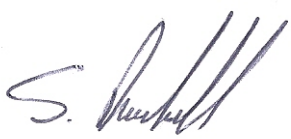
ABSTRACT

Over the last 40 years, there has been an expansion, what some have termed an "explosion" (Green, 2001) in the provision of Physical Education (PE) related qualifications, both academic and vocational, in English Secondary schools. In the context of the emergence and rapid growth of the 14-19 PE curriculum, a number of issues have emerged for both PE teachers and their pupils (Green, 2008). It is important to consider these issues and the implications for PE teachers and their pupils. This research study explored the perspectives of secondary school PE teachers towards the subject of PE within the 14-19 curriculum. Specifically, the research focused on PE teachers' perceptions relating to (i) the broader social processes which have influenced the development of 14-19 PE, and (ii) the impact of the development of 14-19 PE for the subject of PE, PE teachers themselves, and their pupils in English secondary schools. 52 semi-structured interviews were completed over a 14 month period. The research participants, from 22 different secondary schools, consisted of both male and female PE teachers who held varying positions in schools, from PE teachers through Heads of PE to Assistant Headteachers and Headteachers. The research participants were aged between 23 to 59 years of age. The level of teaching experience ranged from between 3 months to 38 years, with 616 years of teaching experience between them. The primary data collected from the interviews were analysed both inductively and deductively. That is to say, first, using a ground theory methodology, emerging themes were identified that were 'grounded' within the data itself. Second, the sensitizing concepts offered by a figurational sociology perspective were used to interpret and 'make sense' of the themes emerging from the data.

The key findings from this study have been broken down into two main themes. With regard to the first theme – PE teachers' perspectives on the development of the 14-19 PE curriculum (in general, and in their schools in particular) – it was evident that there had been an expansion, over the last decade, of the accreditation opportunities available to more pupils, across more schools, through 14-19 PE, with the 'drivers' of such change being located within both 'local' and 'national' contexts. In terms of the second theme – PE teachers' perspectives of the impact (both intended and unintended outcomes) of the development of PE within the 14-19 curriculum – it was evident that PE teachers' views centred initially on the benefits of 14-19 PE for their pupils, and their departments and schools. However, it was evident that there were benefits to be had from 14-19 PE for PE teachers themselves, which meant a change in their 'working climate', although there were unplanned consequences also. For PE teachers this meant a change in their 'work demands'. Sociologically speaking, it is suggested that 14-19 PE may be seen to have developed within a context of complex developmental processes, more specifically through networks of interdependency, characterised by power balances/ratios, and which have led to outcomes both intended and unintended. Specifically, it was suggested that the nature and purposes of PE and the role of PE teachers has markedly changed, indeed transformed. From the findings of this study, recommendations are proposed that focus upon policy implications and future developments, particularly in relation to the unintended outcomes of the development of 14-19 PE.

DECLARATION

I confirm that this thesis is my own work, and has not been submitted for any other degree at this or any other higher education institution.

Signed: 

Date: April 2015

CONTENTS PAGE

Abstract Page i

Declaration Page ii

Contents page Page iii

List of figures Page vii

List of tables Page ix

Acknowledgements Page x

1. Introduction Page 1

The 14-19 curriculum: An introduction Page 2

Defining the 14-19 curriculum Page 2
Issues within the 14-19 curriculum Page 6
Defining 14-19 PE Page 9

The purpose of the study: Exploring developments in 14-19 PE in secondary schools in England Page 13

A need to consider the consequences of the emergence of 14-19 PE Page 13
Building on previous research Page 15

Chapter headings Page 17

2. Literature review **Page 19**

The emergence and development of 14-19 PE Page 19

Context of developments: Low status of PE Page 20
Context of developments: Low status of PE teachers Page 22
Context of developments: The academicization of PE Page 24
Context of developments: Influential individuals and groups Page 26
Context of developments: The impact of government policy Page 30
The emergence and growth of PE-related qualifications Page 32
Conflicting perceptions towards the development of 14-19 PE Page 44

Outcomes of the development of 14-19 PE in secondary schools Page 51

Impact of 14-19 PE on secondary school pupils Page 52

-Engaging young people in education through 14-19 PE Page 53
-Inclusion through 14-19 PE Page 56
-Gender differential in 14-19 PE Page 57
-Developing transferable life skills through 14-19 PE Page 64
-Pathways into employment or education through 14-19 PE Page 67
-Levels of pupil physical activity within 14-19 PE lessons Page 71

Impact of 14-19 PE on PE teachers Page 76

-Benefits for PE teachers Page 77
-Increasing workloads for PE teachers Page 78
-Decreasing involvement with extra-curricular PE activities Page 81
-Increasing demands on PE teachers' subject knowledge Page 83
-The changing role of PE teachers Page 85

Summary Page 86

Research aims Page 88

3. Theoretical framework **Page 89**

The usefulness of a figurational perspective Page 90

Key sensitizing concepts of figurational sociology Page 93

Networks of interdependencies (Figurations) Page 95
Social processes Page 98
Power and Power relations Page 101
Intended and unintended consequences Page 105

4. Methodology and method **Page 108**

Research Design Page 108

Research Method Page 110

Interviews Page 110
The interview schedule Page 115
Pilot study Page 117
Sampling Page 119
Conducting the interviews Page 128
Ethical considerations Page 131
Primary data collation Page 134

Using Grounded Theory Page 138

The coding process Page 139
Concurrent (simultaneous) data collection and analysis Page 141
Memo writing Page 143
Theoretical sensitivity Page 144

5. Findings **Page 149**

The development of 14-19 PE Page 150

An expanding provision Page 150
The context of change – Local influences Page 155
The context of change – a competitive (local) environment Page 162
The context of change – National influences Page 167

The impact of the development of 14-19 PE Page 183

The impact of 14-19 PE for pupils Page 183

-Increasing pupil motivation, engagement and attainment Page 183
-Developing transferable skills Page 188
-Pathways beyond school: Employment and/or further study Page 191
-Pressure on pupils to succeed Page 193
-Reducing levels of physical activity in PE lessons Page 194

The impact of 14-19 PE for PE teachers Page 196

-Increasing the status of PE teachers Page 196
-A changing 'working climate': Opportunities for PE teachers Page 199
-Changing 'work demands' Page 201
-Increasing workloads Page 203
-Inappropriate work/life balance Page 205
-Decreasing involvement in extra-curricular PE Page 210
-Increasing use of sports coaches Page 212

14-19 PE: changing PE and changing PE teachers Page 215

Summary Page 226

6. Discussion **Page 229**

The development of 14-19 PE: 'contexts of change' Page 230

Local contexts of change Page 235
National contexts of change Page 240
Power relations and the contexts of change Page 243
Contexts of change: transforming the nature and purposes of PE Page 248

Outcomes of the development of 14-19 PE Page 256

Outcomes for pupils Page 257
The real motivation? – planned (intended) outcomes for schools and PE departments Page 265
The real motivation? – planned (intended) outcomes for PE teachers Page 270
Unplanned (and unintended) outcomes for PE teachers: transforming the role of secondary school PE teachers Page 272
Unplanned outcomes for PE teachers: transforming the habitus of secondary school PE teachers Page 282
Changing the habitus of secondary school PE teachers: a 'generational shift' Page 286

7. Conclusion **Page 293**

Original contribution to knowledge Page 293

Recommendations for policy and practice Page 298

Limitations of the study Page 304

Future directions Page 310

References **Page 313**

Appendices **Page 342**

Appendix 1: The research participants Page 342

Appendix 2: Pilot study interviews Page 349

Appendix 3: Interview schedule Page 359

Appendix 4: Quantitative analysis of interviewee responses Page 368

Appendix 5: Grounded theory primary data analysis: Writing memos Page 379

Appendix 6: 14-19 PE statistical information Page 412

LIST OF FIGURES

Figure 1:	Number of pupils taking GCSE PE qualifications (1994-2014)	Page 34
Figure 2:	Number of pupils taking A-Level PE qualifications (1994-2014)	Page 34
Figure 3:	Number of pupils taking BTEC First qualifications per subject (2014)	Page 40
Figure 4:	Number of pupils taking BTEC National qualifications per subject (2014)	Page 40
Figure 5:	Number of male and female entrants for GCSE PE (2004-2014)	Page 58
Figure 6:	Number of male and female entrants for A-Level PE (2004-2014)	Page 59
Figure 7:	Percentage of male and female entrants for BTEC First per subject (2014)	Page 60
Figure 8:	Percentage of male and female entrants for BTEC National per subject (2014)	Page 60

Figure 9:	Male and female grade profile for GCSE PE (2014)	Page 63
Figure 10:	Male and female grade profile for A-Level PE (2014)	Page 63
Figure 11:	Current assessment structure for GCSE PE	Page 73
Figure 12:	Assessment structure for new GCSE PE (2014)	Page 74
Figure 13:	A visual representation of a figuration of interdependence	Page 96
Figure 14:	Categorization of the 22 schools in the study	Page 120
Figure 15:	Categorization of the participants by role	Page 124
Figure 16:	Categorization of participants by years of teaching experience	Page 126
Figure 17:	Number of schools offering PE-related qualifications	Page 153

LIST OF TABLES

Table 1:	BTEC qualification equivalences (Levels 1-3)	Page 39
Table 2:	Numerical indicators used to identify the frequency of the participants' responses	Page 137
Table 3:	Date of commencement (earliest to latest) of 14-19 PE qualifications in the English secondary schools in the study	Page 152

ACKNOWLEDGEMENTS

Firstly, I would like to express my sincere thanks and gratitude to Professor Ken Green of the University of Chester. His patience, guidance and outstanding academic support have been invaluable to the completion of the research study, and the completion of this thesis.

I would also like to express my deepest thanks to all of the research participants involved in this research, without whom, this study would not have been possible. I am particularly appreciative of the time they gave to participate in what were very busy schedules in school.

I would like to give special appreciation to my employers during the duration of this study, namely Liverpool John Moores University, the University of Worcester and Newman University, who have provided support in the completion of this study, especially in the form of time provided through 'research and scholarly activity' but also, in some instances, financially as well.

My thanks also goes out to the three secretaries who participated in the typing of the interview scripts.

Finally, I would like to express my sincere thanks to my family, my Mum (who has always shown a genuine interest in my work) and my Dad (who is an excellent PhD role model) and, in particular, Eady and Annabelle, who have given me endless love, support, understanding and constant encouragement and belief during the completion of this PhD study. This thesis would definitely not have been completed without them. Thank you!

CHAPTER 1 - INTRODUCTION

This research study explored, in depth, the perspectives, or philosophies of English[1] secondary school Physical Education (PE) teachers[2] regarding their subject and its place within the 14-19 curriculum; specifically relating to: (i) their perceptions of the social processes shaping the development of 14-19 PE[3] in English secondary schools; and (ii) their perceptions of the consequences (outcomes) of the development of 14-19 PE for the subject of PE, for their pupils and for themselves.

This introductory chapter begins by defining key terms relating to the present study then provides a context for the study, by discussing the focus and purpose of the research. Finally, an overview of the content of the chapters in this thesis is provided.

[1] The study specifically focused on the English educational system, as due to the processes of devolution (Rees, 2002), English schools follow a separate and distinctive 14-19 curriculum to those utilised in Scotland, Wales and Northern Ireland.

[2] It should be noted that while specific terms are used within the study to refer to particular participants (e.g. Headteacher, Head of Department), the term 'PE teacher(s)' has been used when referring to more than one participant, in order to reflect the diversity of their teaching roles (ranging from PE teacher through to Headteacher).

[3] For the purposes of this study, '14-19 PE' has been used as a term to reflect the diverse range of PE-related qualifications available to young people. More specifically, this term relates to the range of Level two PE-related qualifications normally available in Key Stage four (e.g. GCSE PE, BTEC First in Sport, Sport Leaders awards and National Governing Body awards) and Level three PE-related qualifications normally available in Key Stage five (e.g. A-Level PE and BTEC National in Sport, etc.).

The 14-19 curriculum: An introduction

This study focused on the development of 14-19 PE in English secondary schools. In conducting such an examination it is necessary to begin by exploring the 14-19 curriculum *per se* and 14-19 PE in particular.

Defining the 14-19 curriculum

First, it is worthy of note, that the phrase '14-19 curriculum', is a relatively new term in educational discourse. Previously, secondary education was conceived as comprising two distinct components – a compulsory component for 11-16 year olds, and a post-compulsory stage for 16-19 year olds (Lumby and Foskett, 2005). However, within this framework, policy-makers have been seeking for some time to create a new phase of education and training (14-19) spanning both the secondary and post-compulsory phases. Young (2011: 270) points out that the idea of a 14-19 curriculum - as an all-through phase - only became popular in policy circles in the 1990s as an attempt to "create a more unifying vision for a deeply divided curriculum" (p270). Eventually, with the publication of the White Paper: *Learning to Compete,* it was the New Labour government that introduced the notion of a 14-19 phase of education and training due to the Blair government's commitment to the idea of the 14-19 age range as a *single phase* (Baker, 2013; Chitty, 2009; DFEE, 1997a; Hodgson

and Spours, 2004). The thinking behind the labelling of the last two years of compulsory schooling and the first two years of post-compulsory education and training, as the 14-19 curriculum was to reflect (or promote) the idea of a continuous phase of education, a continuum through to the age of 19, thus creating a stage based around opportunities for young people to attain qualifications, thereby bettering their life chances (Chitty, 2009). Furthermore, it was intended to signal an emphasis on achieving greater coherence in what young people experienced - a more unified system of qualifications avoiding the fragmentation, divisiveness and inequality to which previous systems had been prone. Hence, the intention, ostensibly at least, has been to encourage 14-19 year olds to think more 'long term' with regard to the life choices they make – choices concerning further studies, further training, employment and careers (Bostock and Wood, 2012; Capel, 2002; Lumby and Foskett, 2005; Pring, 2005).

The intention behind the development of a 14-19 continuum of educational provision was also to try to break the historical issue of young people leaving education at the first possible opportunity. This was identified as a particular problem especially when the end of compulsory education was 16 years of age. In attempting to understand the instances of drop-out from education at the age of 16, Higham and Yeomans (2007) suggested that the curriculum and the qualifications that young people take are structured around a 16+ divide. There is a clear divide and break at the age of 16 with the taking of GCSE examinations, the ending of compulsory education, and the movement of pupils out of, or between, educational institutions. Hence, it has been proposed that

traditionally, pupils who attend English schools are divided at the age of 16 into those who choose to continue with their education, and those who do not (Stidder and Wallis, 2003a). Various reasons have been identified as to why young people choose to leave education at the age of 16, such as the suggestion that they become demotivated with education, as the curriculum - which they find boring - lacks relevance to them and their lives (Hodgson and Spours, 2008). Subsequently, there is a rising disaffection and falling engagement with education and training among many young people (BBC, 2006b; Ogunleye, 2007). In this respect, Pring (2005) suggested that a programme after 14 which is more relevant to the world after school (i.e. the world of work or of further training or higher education), is needed. There appears to have been an attempt, therefore, to change young people's attitudes and cultures in order that they view their education as extending to the age of 19 and beyond, not finishing at 16. New Labour thus promoted the view that education for young people should involve a smooth continuous phase of education from the age of 14 (end of Key Stage Three) to 19 years of age in which young people feel comfortable to follow rather than leave at the earliest opportunity (Pring et al, 2009; Tomlinson, 1997; Toynbee and Walker, 2005).

In practice, this continuum may not be as smooth as hoped, as the 14-19 phase consists of a period of education in which three substantial educational and education-to-work transitions take place. For example, during this phase young people at the age of 14 are involved in making career-related decisions and choices are made for the first time regarding educational careers and subjects to be studied further. This can create significant stress, confusion and de-

motivation in young people, as some may choose to drop-out and disengage with education (Pring, 2005; 2008).

The 14-19 curriculum has been described as a time of transition – moving from childhood to adulthood, from compulsory schooling to employment for some, and into post-compulsory education and training for others (Bostock and Wood, 2012; Nuffield Foundation, 2009; Pring, 2005). The 14-19 curriculum, by definition, is a period of education that is age-phased; the period in the educational experience of young people, between the ages of 14 to 19 years - although importantly, as Young (2011: 270) points out, the 14-19 curriculum "is not an entitlement" for all young people aged between 14 and 19 but rather an aspiration.

Traditionally, during the 14-19 phase, young people have tended to focus upon the completion of courses of study leading to nationally recognised qualifications, including academic programmes such as the General Certificate of Secondary Education (GCSE) - traditionally completed at age 16 - and a General Certificate of Education (GCE) A-Level – typically completed at age 18 - with a focus upon subject-specific qualifications (Halsall and Cockett, 1996). In this respect, during the 1980s, it was agreed that the new qualifications, GCSEs, should be based on subject-specific criteria which defined what pupils studied, how they would be assessed and, in many cases, how they were to be taught (Lumby and Foskett, 2005; Qualifications and Curriculum Authority (QCA), 2003).

A characteristic of the 14-19 curriculum is that it is a period of education that is not institutionally focused. Rather, the 14-19 curriculum consists of different stages (e.g. Key Stages Four and Five) in different places, offered through a mixed economy of providers, including: 11-16 schools; 11-18 maintained; and independent schools, amongst others (Hodgson and Spours, 2008; Raffe and Spours, 2007). Accordingly, the English 14-19 curriculum has become more complex over the last 20 years as a result of government policy (both Conservative and New Labour) attempting to increase choice and competition through the provision of a diverse range of both academic and vocational qualifications, offered by a range of providers, and operating in a complex and competitive system both between schools, and between schools and colleges. However, the multi-institutional nature of 14-19 provision has been recognised as a factor in young people dropping out of education, as some are reluctant to change from one institution to another, for example, leaving school at 16 to go to college (Hayward et al, 2006; Hodgson and Spours, 2008; Pring, 2005).

Issues within the 14-19 curriculum

In explaining the emergence of a specific 14-19 curriculum, it has been suggested that the concept has arisen as a response to particular problems and issues evident during this educational phase. In particular, concerns have been

raised in respect of the provision of education and training for young people aged 14-19, such as:

- The number of pupils failing to reach the Government's target of five good GCSE passes at A* - C by the end of Key Stage Four.

- The numbers of young people leaving schooling with few or no qualifications.

- Levels of disengagement among pupils with education, and the high drop-out rates from education by pupils at age 16.

- The levels of youth unemployment and the numbers of young people not in education, employment or training (NEETs).

- The alleged unsuitability of the qualifications to equip young people for twenty-first century life and work, evident in complaints from employers about the abilities of young people and their poor numeracy and literacy skills, leading to the apparent shortage of skilled workers.

- A growing concern that qualifications such as GCSEs and A-Levels are not fit for purpose especially in light of ever increasing pass rates, and issues around the appropriateness and effectiveness of coursework assessments.

(BBC, 2009a; DfE, 2012; Hodgson and Spours, 2008; Lumby and Foskett, 2005; Pring, 2005; Stidder and Wallis, 2003a; Young, 2011)

As a result, critics of the 14-19 curriculum claim the English system is marked by: low participation rates; low standards of education; an elitist system with mass exclusions characterised by divisions between academic and vocational qualifications; the over assessment of pupils (and the consequent high levels of stress and pressure placed on young people); a failure to develop a broadly based education; and a failure to prepare young people for work (Bartlett and Burton, 2009; DfE, 2012; Phillips and Pound, 2003).

In 2005, Lumby and Foskett (2005: vii emphasis added) suggested that "the time is right for *fundamental* reconsideration of what 14-19 education is for", and that "the case for such attention is urgent and compelling" (Lumby and Foskett, 2005: 3). One reason for a re-appraisal is the sheer numbers of young people involved. At any one time, there are over three million 14-19 year olds (approximately 5% of the total population of the UK) engaged in the 14-19 stage. A related reason is the significance of this sizeable population of young people for the economy (Baker, 2013; Hodgson and Spours, 2008). In this regard, the growth of educational participation since the mid-1980s and changes in the youth labour market was closely associated with the growth in importance of 14-19 education. Within this context, it has been identified that there is a rising wave of anxiety that 14-19 education and training do not do right by our young people and that the implications are (and will be) widely felt in our society. In other words, if the educational experiences of young people are not appropriate, effective (or put another way, fit for purpose) then this could

have implications not only for the young people involved (especially in relation to their future employability), but also for wider society, particularly in regard to economic performance (Hodgson and Spours, 2004; Pring, 2005).

Having explored what is meant by the term 14-19 curriculum and how this term has emerged in educational discourse, it is now necessary to look at 14-19 PE, in particular.

Defining 14-19 PE

In establishing what is meant by the 14-19 curriculum for PE, it has been suggested that there are three strands that need to be considered: the practical, the academic and the vocational (Almond, 1996). In other words, between the ages of 14-19, young people have the opportunity to engage with the subject of PE in each of the following ways. First, there is a compulsory core National Curriculum Key Stage Four provision, which focuses on a practical sports-based experience (DfE, 2014a). Second, PE-related academic qualifications are available, in the form of GCSE PE and A-Level PE. Third, a range of accredited sport-related vocational qualifications are available, in a variety of forms such as: BTEC Sport qualifications; Sports Leaders awards; the Duke of Edinburgh Award (DofE); National Governing Body (NGB) coaching awards, to name but a few (Carroll, 2002; Stidder and Hayes, 2006; Williams et al, 2010).

In light of such provision, the subject of PE, once seen as purely a physical activity to act as a release for pupils from the academic subjects on the school curriculum (such as the core subjects of Maths, English and Science), can now be “formally examined through all stages in education – from GCSE to degree level” (Capel, 2002: 176). In this respect, PE may be seen to have followed government policy and trends found in the wider 14-19 curriculum in England. Just as with opportunities available in other subject areas within the 14-19 curriculum, young people are able to select and study PE-related academic and vocational qualifications. Green (2008: 81) pointed out that “there has been a steady increase in the range of PE and sport-related qualifications available in schools in England and Wales, over the past 20 years or so” including an array of academic and vocationally related qualifications and awards. Moreover, 14-19 PE has endeavoured to keep pace with developments within the 14-19 curriculum, which was particularly evident in the emergence of new qualifications such as the Diploma in Sport and Active Leisure in 2010 (DCSF, 2008c; Huggett and Manley, 2010). However, in this regard, Capel (2002: 179) highlighted a potential issue insofar as the development of a wide range of courses available in PE, sport and leisure (often delivered through PE departments) within the 14-19 phase may be seen as “confusing and bewildering” (p179). Indeed, it is “the range of courses and number of awarding bodies (e.g. examination boards, National Governing Bodies of sport) that are said to cause confusion to employers, higher education institutions (HEIs), parents and pupils alike” (p179).

It is worthy of note that various terms have been used within previous literature to label PE-related academic and vocational qualifications for 14-19 year old young people. Terms such as: “accreditation” (Dickenson, 1989); “14-19 accredited qualifications in PE” (Golder, 2007); “accredited awards” (Stidder and Wallis, 2013); “examinations and accreditation” (Carroll, 2002); “theoretical physical education” (Grout and Long, 2009); “physical education at Key Stage four and Post-16” (Stidder and Wallis, 2003b); and “physical education within a 14-19 curriculum” (Stidder and Wallis, 2006) have been utilised to refer to the 14-19 stage. However, the most prominent and recognisable term used within this field of study has been “examination” or “examinable” PE (Carroll, 1998; Casey and O’Donovan, 2013; Green, 2001; Macfadyen and Bailey, 2002).

With regard to the terms “examination” or “examinable” PE, Green (2001: 70-71) explains that his use of the term is in a more generic sense to refer to formal, nationally recognised assessments in PE. Moreover, Green employed these terms instead of the more conventional term assessment due to its common currency among the PE subject-community, and PE teachers in particular. At the same time, he observed that the term specifically related to the more conventional academic qualifications (such as GCSE and A-Level) that typically revolved around so-called high-stakes examinations, rather than to vocational qualifications (such as BTECs), not least because this is how academic qualifications in PE have been conventionally referred to both by academics and teachers themselves (Green, 2001).

That said, it is suggested that the term examinable PE as an umbrella term – as proposed by Green (2001) – may now not be seen to effectively summarise the focus of PE-related provision to 14-19 year olds (as understood by the participants in the present study). Put another way, the word 'examination' – with its connotations of academic PE related qualifications (and the constituent externally-set examinations which are a common form of assessment within both GCSEs and A-Levels) – is not inclusive of the more work-related vocational qualifications, as on a practical level, examinations (in the common usage of the word) are not a mode of assessment normally associated (if at all) with vocational qualifications, such as BTEC Sport (Pearson, 2013). Therefore, with regard to common terms used within this field of study – i.e. the 14-19 curriculum – it appears logical to utilise the phrase 14-19 PE curriculum (or 14-19 PE for short).

Consequently, the umbrella term 14-19 PE has been utilised within this present study to refer to the provision of PE-related qualifications available for 14 to 19 year olds as it is felt that such a term more adequately reflects the contemporary diverse range of both academic and vocational qualifications now available through PE departments within English secondary schools.

The following section provides a justification for exploring the development and impact of 14-19 PE in English secondary schools.

The purpose of the study: Exploring developments in 14-19 PE in secondary schools in England

A need to consider the consequences of the emergence of 14-19 PE

The need to specifically explore developments in 14-19 PE in secondary schools in England, is set within a context of rapid growth (Green, 2008; Stidder and Wallis, 2013), indeed, what some have termed an explosion, in terms of PE-related qualifications being made available to pupils in secondary schools (Green, 2001). Thus, it is important to consider the consequences (outcomes) of such developments, as when such changes are set in motion, a series of processes that the policy makers and policy implementers neither foresaw – nor, in some cases wanted – can become evident. Indeed, it has been noted that the emergence and rapid growth (of GCSE and A-level PE in particular) has resulted in a number of more or less significant issues, for both teachers and pupils, particularly those concerned with: the gendered nature of the subject; standards of attainment; the practicalities of teaching examinable PE; the impact of examinations on curricular PE and extra-curricular PE[4]; and the implications for conventional PE of the ostensible academicization of the subject (Green, 2008: 83).

[4] Extra-curricular PE can be defined, along with Penney and Harris (1997), as the organization and provision by (PE) teachers of activities beyond the formal PE curriculum – typically after school and at lunch times but also, in some schools, before the school day begins or at weekends.

Consideration should also be given to the relationship between the growth of 14-19 PE and issues linked to this phase of education (as identified above), such as: the numbers of young people leaving schooling with few or no qualifications; levels of youth unemployment and the numbers of young people not in education, employment or training (NEETs); and the alleged unsuitability of the qualifications gained to equip young people for twenty-first century life and work (BBC, 2009a; Lumby and Foskett, 2005; Young, 2011). With this in mind, this study aims to examine whether such issues persist for schools, PE teachers and their pupils within the 14-19 PE curriculum, or whether new (intended and unintended) outcomes are now evident.

As previously stated, this study explores the philosophies of secondary school PE teachers towards the subject of PE within the 14-19 curriculum, not least because the growth in examination PE has generated a number of issues for PE teachers (Green, 2008; Tulley, 2005; Williams et al, 2010). In general terms, Stidder (2001b: 39) has commented: “if examination courses in PE are the future, it is important to consider the implications for PE teachers”. Stidder and Wallis (2003b) suggested that there is a need to stimulate discussion regarding the future direction of PE, including the development of 14-19 PE.

Therefore, the purpose of the present study is to generate a reflection and analysis of 14-19 PE in particular, in order to provide some understanding of *how things have come to be* and to explore possible consequences of these processes, in order to try to make sense of them. Thus, this study seeks “to

construct a more systematic understanding of physical education teachers' views of their subject" (Green, 2006: 655), specifically in terms of the 14-19 phase. Consequently, it focuses on exploring PE teachers' perspectives, or in other words, the values, beliefs, views and attitudes – or what some have called their philosophies (Green, 2003) – towards the 14-19 PE curriculum within English secondary schools.

Building on previous research

The present study aims to advance research relating to 14-19 PE. It is evident that PE within the 14-19 curriculum has previously been examined and documented (to varying degrees) over the last 50 years or so. Some examples of previous research relating to 14-19 PE (in chronological order) include: Evans (1976); Woollam (1978); Alderson (1978); Dickenson and Almond (1987); Alderson (1988); Casbon (1988); Daley (1988); Jones (1988); Almond (1989); Francis (1988, 1990, 1992); Aylett (1990); Fitzclarence and Tinning (1990); Marsden (1990); Murphy, C. (1990); Nicholas (1990); Flintoff (1991); Walters (1991); Francis and Merrick (1994); Hodgson (1996, 2001); Fisher (1997); Scott (1997); Hardakre (1998); Mackreth (1998); Leah (2002); Beard (2002); Green, N. (2002); MacFadyen and Bailey (2002); Salter (2005); Tulley (2005); Kanan (2006); Golder (2007); Myers (2010); Brown and Macdonald (2011); Casey and O'Donovan (2013).

However, over the last half a century, it has become apparent that there has been only a limited body of research which has specifically explored PE within the 14-19 curriculum in detail (e.g. Carroll, 1982, 1984, 1986, 1990, 1991, 1994, 1995, 1998, 2002; Green, 2000, 2001, 2002, 2003 2006, 2008; Stidder, 2000, 2001; Stidder and Wallis, 2003, 2005, 2006, 2013). Further, much of this research has tended to focus either on a critical analysis of documentation (such as policy documents, official reports and qualification syllabi e.g. Carroll, 1990b, 1998, 2002), empirical studies (usually surveys) of young people in further and higher education (e.g. Stidder and Wallis, 2003b, 2006), or simply commentaries on the 14-19 PE curriculum (e.g. Capel, 2002; Macfadyen and Bailey, 2002).

Only the work of Green (2000; 2001; 2002) has involved an empirical study of PE teachers – albeit exploring their everyday philosophies towards PE, and including just an element relating to examinable PE alongside many other emerging themes. However, it is suggested that this research is now in need of updating having been completed, in the main part, over a decade ago. For example, the data from Green's research relating to PE teachers' philosophies were collected in 1998 (Green, 2001).

The present study aims, therefore, to provide an updated version of events, and to fill a gap in the research by exploring, in detail, the philosophies of PE teachers – the deliverers of 14-19 PE in secondary schools – on 14-19 PE. It examines in detail their perspectives regarding the development of 14-19 PE

and the impact that this has had, particularly for their subject, themselves and their pupils. This is especially pertinent within the setting of the fast moving policy context within which 14-19 PE is located. For instance, coalition government 14-19 policies have, and will continue to, impact on the 14-19 curriculum and it is important to consider how these developments have impacted on the subject of PE. Presently, information about this phenomenon appears to be lacking, thus presenting a 'gap' in the knowledge base that needs to be filled. It is the purpose of the present research study to address this.

Chapter headings

This thesis is divided into seven chapters. Following this introductory chapter (Chapter One), Chapter Two provides an in-depth critical analysis of existing literature within the field of the 14-19 curriculum and 14-19 PE in particular, including the emergence and development of 14-19 PE and the impact of this. Chapter Three provides an outline of the theoretical framework used in the study. The chapter includes a description of, and justification for, the use of a figurational sociological perspective, and related sensitizing concepts, for the exploration and analysis of the grounded theory generated within the study.

Methodology and methods are described in Chapter Four. After a discussion of the research design, an explanation and justification of the method employed in

the study (i.e. interviews) is provided. A detailed account is then provided on how the grounded theory research process translated into practice.

In Chapter Five, the findings of the empirical study are presented. This chapter is divided into two parts. Part one examines the processes involved in the development of 14-19 PE in English secondary schools, which includes a consideration of developmental processes, both in a local and national context. Part two explores the impact (both the intended and unintended outcomes) of the development of 14-19 PE, in particular for the subject of PE, PE teachers and their pupils in English secondary schools.

Chapter Six provides a critical synthesis of the findings from the study. The focus of this chapter is upon the analysis of the theory generated in the study, via a comparison with previous research findings from pertinent literature, and the use of the sensitizing concepts offered by a figurational sociology perspective.

The conclusion to the thesis is presented in Chapter Seven. It outlines: the original contribution to knowledge; proposed policy and practice implications; recognition of the limitations of the study; and recommendations for the future directions of research.

CHAPTER 2 - LITERATURE REVIEW

In the first instance, this chapter begins with an examination of the processes behind the emergence and development of PE within the 14-19 curriculum. This is then followed by an examination of the outcomes (as identified in previous research) of the emergence and development of 14-19 PE, and the consequent impact that such developments may be seen to have had.

The emergence and development of 14-19 PE

In order to understand contemporary 14-19 PE curriculum developments, it is important to consider when and how the subject of PE initially emerged within this phase of education. In other words, how a subject which was historically perceived to have a practical (not to say recreational) focus and once seen as purely a physical activity to act as a release for pupils from the academic subjects on the school curriculum, became to be formally examined through all stages in education – from GCSE to degree level (Capel, 2002).

Context of developments: Low status of PE

In the late 1960s and early 1970s, the strongest ideology in upper secondary school PE was recreational, meaning that the main aim of PE was to be a practical subject with activities or education for leisure, but the emphasis was on the playing of games (Carroll, 2002). An attitude developed over time, that the subject was about letting off steam and was fundamentally recreational rather than educational, and as a result, PE was not regarded as a curriculum priority in many schools. Indeed, the very concept of PE as a distinct, broad, balanced, educationally worthwhile subject had all but disappeared at this time, meaning that finding a place for it in an already crowded school curriculum could be contentious (Carroll, 2002; Evans and Davies, 1997).

The contested status of the subject of physical education has been well documented (Alfrey et al, 2012; Hoyle, 2001; Johns, 2005). As a subject in the school curriculum, it has been seen (for some) to be a low priority subject - a subject with a high profile but a low status that has been offered only peripheral consideration in curriculum matters. Green (2008) pointed out that physical educationalists had been arguing, over time, that PE was not just a recreational activity that had very little educational value, and that was about simply letting off steam, but instead it was academic. Accordingly, members of the PE profession (and especially PE teachers), have been seeking to change the

marginal (low) status with which their subject has been held for some over time, and that for many in the profession, it was believed that involvement in the provision of qualifications for their pupils (especially academic qualifications) would provide the desired change in status (Green, 2001; Stidder and Wallis, 2003b). Williams et al (2010: 57) pointed out that “right from the start many PE teachers saw the growth in exams as the chance to raise the subject’s status”, and similarly, Macfadyen and Bailey (2002) suggested that the advent of GCSE and A-Level PE was taken as an opportunity to bolster the academic respectability of the subject, and to help place PE more centrally within schools. However, it should be noted that the provision of academic qualifications is no guarantee in itself of raising the status of PE.

Against a backdrop of low status for PE, it is somewhat unsurprising to find physical educationalists (teachers as well as academics) enthusiastically embracing examinations in an attempt to bring about the re-evaluation of their marginalised, poorly esteemed subject (Green, 2008). Consequently, through the emergence and development of PE within the 14-19 curriculum, and the introduction of academic qualifications in particular (e.g. GCSE and A-Level PE), there has been a redefinition of PE’s marginal role and status, as the subject now offers prestigious examinations, meaning that these qualifications have given full recognition to the academic status of PE, and a subsequent parity with some other foundation subjects (Beard, 2002; Carroll, 1998; Green and Hardman, 1998). Due to the increase in examination courses in PE, it has been suggested that the status and credibility of the subject in schools has improved to a point whereby it has even been suggested that the subject can

now lead the way for other subject areas in providing an effective and meaningful curriculum for 14-19 year olds (Stidder, 2001b; Stidder and Wallis, 2006).

Context of developments: Low status of PE teachers

Linked to the search for increased status for the subject of PE through involvement within the 14-19 curriculum, it is also evident that PE teachers in secondary schools, historically (and even in contemporary educational settings) were “perceived as being of lower status than teachers of other subjects” (Alfrey et al, 2012: 371). However, over time many (but by no means all) PE teachers became “dissatisfied with their role as recreationalists and with their marginal status” (Carroll, 1998: 346).

In an attempt to address their lower status, their pragmatic response was to engage with 14-19 PE (Green, 2008), in the hope that providing PE-related accredited courses in their schools may facilitate not only an “elevation of the status and kudos of the subject in the eyes of significant others, in particular peers in the teaching profession” (Stidder and Wallis, 2003b: 43), but also raise their status in schools, by being the teachers of academic qualifications - which could provide them with a greater standing and security (although this was in no way guaranteed). Hence, Green (2008) argued that the growth of examinations in PE, in the form of GCSE and A-Level, resulted from a configuration of

circumstances, prominent among which is PE teachers' desire for increased professional status, and that involvement in teaching examination PE was a mechanism for PE teachers' to redefine their status.

Green (2005a) suggested that 14-19 PE developments may have come from a sense of fear from PE teachers, who feared for both themselves and their subject. A quarter of a century ago, Carroll (1990a) pointed out the harsh realities facing those in the PE profession, when he reported that:

> "the alternative to the examination course was a recreation programme that, though enjoyable to many pupils, was often seen to be repetitive, to lack enough purpose, and perhaps to be increasingly difficult to support in educational circles in an era of increasing accountability, in particular in years when the competition for curriculum time is fierce".
>
> (Carroll, 1990a: 141).

Consequently, the subject of PE emerged and developed within the 14-19 curriculum, partly due to the deep-seated and persistent concern among physical educationalists about their professional standing / status within education (not just for the subject but for their own careers as well), and the potential for the academic version of the subject to improve this for them (Green, 2008; Williams et al, 2010).

Context of developments: The academicization of PE

In the context of a search for a higher status for both the subject of PE, and the teachers of the subject through the provision of academic qualifications, the process of the academicization of PE has emerged. Hence, it is argued that PE is now an academic subject, as qualifications such as GCSE and A-Level (as well as vocational) qualifications are available to pupils in secondary schools (Green, 2001; 2008). In further explanation, Green advances that it is probably best defined in terms of:

> "an increasing emphasis upon the theoretical study of physical activity and sport, in both absolute and relative terms (that is, in relation to, and sometimes at the expense of, practical activities)".
>
> (Green, 2008: 88).

This increased focus on a more theory-based version of PE in secondary schools arose as there was an acceptance of the superiority of knowledge that are expressed predominantly in written or verbal forms rather than by practical demonstrations: "the standard academic view of education – which has flourished at all levels of education since the 1960s is in the process of further

marginalizing any vestige of a practical justification for PE" (Green, 2008: 88). Within this wider liberal educational philosophy, based on the premise that education was fundamentally to do with knowledge and that knowledge is essentially theoretical or intellectual, if subjects such as PE were not concerned with the acquisition and mastery of theoretical knowledge, in the manner of the Peters-Hirst conception of education, which advocated a return to propositional knowledge, i.e. the learning of 'facts', then the argument went that it would be viewed as non-academic and thus non-educational (Green, 2001; 2003; 2005a; 2008). As such it would therefore be under-threat as a subject within the secondary school curriculum (Nutt and Clarke, 2002; Williams et al, 2010).

Physical educationalists were thus left facing a choice between continuing with a traditional PE curriculum (that was games-dominated), and thus accepting the non-academic and therefore non-educational (or at best marginal) status of PE, or undergoing a radical change of identity, in order to somehow redefine PE as an academic subject in the school curriculum, with academic significance and thus educational worth (Green, 2001, 2003, 2008). However, such a perspective does not reflect other options available to PE teachers, whereby they would not be required to make such a choice, in that if resources were available, they could offer both versions of PE at the same time: the practical and the academic.

With the introduction of school accountability measures (i.e. school league tables) many directly and indirectly involved with secondary school PE saw that

it was crucial for the subject to be included in such measures, in that with the publication of school performance tables based on public examination results, schools were seeking ways to maximize their chances of obtaining high levels of examination passes, with top grades (Green, 2008). In this respect, Green highlighted that one method of achieving this outcome was to offer PE and Sport related courses in schools. By the same token, Stidder and Wallis (2003: 43) observed that "examination courses in PE can make a significant contribution to a school's overall examination percentages, which, in a system that has come to rely heavily on league tables, could prove to be a highly commercial product". So, although PE teachers were initially wary of the need to become exposed to departmental scrutiny and the world of inter-school comparisons, the introduction of league tables ensured that PE teachers cannot stay out of the competition whether they like examinations or not (Macfadyen and Bailey, 2002; Williams et al, 2010) – it was a case of, "if you can't beat em, join em" (Carroll, 1998: 348).

Context of developments: Influential individuals and groups

What became evident was that the choice was made to follow an academic pathway, and that this choice was influenced by a network of various individuals and groups involved in secondary school PE. Green (2008) argued that the growth of examinations in PE resulted from a complex social process, which involved various networks of individuals and groups, or put another way, people and organisations with whom physical educationalists are unavoidably linked.

Green (2008) identifies that specifically within a PE context, there is a wide ranging and far reaching network of people and organisations involved, who can impact on developments both within 14-19 PE and PE more generally, such as:

> "government departments (the Department of Culture, Media and Sport [DCMS], Department of Health [DoH], and the Department for Children, Schools and Families [DCSF[5]], government quangos (especially Sport England), governing bodies of sports (such as the British Olympic Association and the Football Association) and their representatives (including the Central Council for Physical Recreation, sports development officers [SDOs] and the media). Added to this list could be organisations specifically connected to PE, such as the Association for Physical Education (AfPE) and the Youth Sports Trust (YST).
>
> (Green, 2008: 24).

Specifically in regard to the development of 14-19 PE, it has been pointed out that there were expectations of significant others within and beyond the school setting (such as Headteachers, Heads of Department, parents and Ofsted) influencing the desirability of examinable PE (Stidder and Wallis, 2003). For

[5] It should be noted that since Green listed these organisations back in 2008, changes have occurred. For instance, the Department for Children, Schools and Families (DCSF) was superseded by the Department for Education (DfE) after the 2010 general election (www.gov.uk/government/organisations/department-for-education). Also, the Central Council for Physical Recreation (CCPR) has been replaced by the Sport and Recreation Alliance (www.sportandrecreation.org.uk/)

example, that there may be seen to be a variety of individuals and groups, often with vested interests, who have encouraged and supported the development of 14-19 PE in secondary schools. Correspondingly, Capel (2002) identified that the decision to offer examination PE:

> "is not one made by the PE department in isolation but one that has to be agreed by all staff involved with making curriculum judgements. The curriculum co-ordinator and other senior management staff [such as Headteachers] may need to justify the inclusion of PE as an examined subject to the school governors".
>
> (Capel, 2002: 185).

In relation to individuals and groups impacting on the emergence and development of 14-19 PE in English secondary schools, it is evident from previous research that key within this process are PE teachers (the deliverers of 14-19 PE). The growth in both students taking PE qualifications, and schools offering the qualifications, is due in no small part to the perseverance, professionalism, commitment and dedication of the physical educationists involved, and the role they played in establishing PE as an examination subject (Carroll, 1998; Francis and Merrick, 1994; MacKreth, 1998). Interestingly, factors have been identified as influencing PE teachers' perceptions towards 14-19 PE (and either the embracing or rejecting of change), namely: the gender

and age of PE teachers (Carroll and Macdonald, 1981; Green, 2008). In this regard, Carroll (2002: 91) found that “in the past, development [in 14-19 PE] has been hampered by division within the department, between male and female colleagues”, whilst, Green (2008) noted that younger and newly qualified PE teachers were especially predisposed towards an academic variant of PE - having themselves undertaken some form of PE-related qualification whilst at school, and having studied PE or sports science (or its equivalent) at university.

Previously, Evans et al. (1996) stated that Headteachers (the managers of the deliverers of 14-19 PE) are key figures in determining not only the place of PE in general, but also specifically, 14-19 PE. Indeed, Carroll (1990a: 141) reported that “some Headteachers wanted the GCSE in physical education, so some staff were forced to consider it, whilst others felt their school could not afford to be left out”. Equally, MacKreth (1998) noted that many PE teachers are now under pressure from Headteachers to deliver 14-19 PE qualifications in their schools. However, it should be noted that PE teachers are not powerless in their relationships with Headteachers, and are able to influence (or even change) the views of their senior managers, rather than simply being told what to do.

Over time, secondary school pupils (the recipients of 14-19 PE) have also been observed to be involved in the development of 14-19 PE, in that the choices they make in the 14-19 curriculum determines the continuation of 14-19 PE. If pupils ceased to select to study academic and/or vocational qualifications in PE,

the subject would cease to exist in the 14-19 curriculum (Capel, 2002; Green, 2008; Macfadyen and Bailey, 2002; Stidder and Wallis, 2013). Linked to this, Ward (2004) identified that academic PE was becoming a more acceptable subject. In the past, parents might have warned their child against taking qualifications in PE as it would mean dropping other subjects. However, Ward (2004) suggested that attitudes had changed because there was much more opportunity for pupils beyond the qualifications, as there are a wide range of careers linked to sport. In explaining why young people would choose to study a 14-19 PE-related qualification, Green (2005a: 151) points out that this offers an opportunity for "practically-minded pupils" with practical ability, but also for those pupils with a "keenness for PE and sport (who may also be less 'academically able') to study an area to their liking". Moreover, he identifies that 14-19 PE enables pupils "to obtain a qualification that may, in turn, have vocational 'spin-offs'" (ibid).

Context of developments: The impact of government policy

One way in which such organisations, in particular government departments have impacted on the development of the 14-19 PE curriculum is through the generation of policies. One such example is the creation of specialist Sports Colleges. In the 1990s, new categories of schools were created, including specialist schools, which received higher levels of state funding in order to specialize in one or two subject areas with the intention that children would benefit from a much greater variety of schools at the secondary level (Chitty,

2011; Jones, 2008). Having a specialism was intended to give schools renewed focus, act as a centre of excellence in the local area and attract sponsorship from businesses (Jones, 2008; Paton, 2010b). Following the election of New Labour to government in 1997, it was evident that the Conservative party's initiative of the Specialist Schools Programme was to continue as Tony Blair's government pursued it. Indeed, the programme was expanded in order to end the era of what New Labour labelled 'bog standard' comprehensives. By the end of the Labour government in 2010, nearly all secondary schools had a specialist designation, with the largest number specializing in technology, arts, sports, science or modern languages (Castle and Evans, 2006; Chitty, 2009, 2011; Dufour, 2011; Fisher, 2011; Waugh, 2010).

With specific reference to Sports Colleges, it was the intention that such schools would raise standards of achievements in physical education and sport for all of their students across the ability range and to provide a structure through which young people could progress to sporting careers. It was also intended that Sports Colleges would increase participation in physical education and sport for pre and post 16 year olds. In September 1997, the first 11 Sports Colleges were launched in England. By 1998 there were 17 Sports Colleges, which extended to 283 from September 2004, and by 2008, this number had risen to 448 (Chitty, 2009; Davis, 2008). It was identified that almost as soon as the specialist schools had been set up, claims were made that pupils did better in this type of school (Chitty, 2011; Fisher, 2011). Specifically in regard to Sports Colleges, it was reported that they 'led the field', in that they were seen to develop improvements in pupil motivation, attendance, understanding,

behaviour and concentration (Davis, 2008). Moreover, 96% of pupils at Sports Colleges were seen to be meeting the Government's target of taking part in two hours of high quality PE and school sport per week compared to the national average of 86% (Davis, 2008). Additionally, research showed that Sports Colleges achieved the largest annual increases in the number of pupils gaining five or more grades at A*-C compared to all specialist schools, and Sports Colleges achieved annual increases in GCSEs above those achieved in all other types of specialist schools (Davis, 2008). With particular reference to 14-19 PE, Stidder (2001a: 46) observed that “what is known is that the establishment of specialist Sports Colleges has had a significant impact on the development of examination courses in PE”. For instance, Ward (2004) suggested that more schools were automatically entering pupils for GCSEs. This process was most evident in specialist Sports Colleges where whole year groups were being entered for GCSE PE. Linked to this, in response to the disaffection shown by some pupils within their PE lessons (specifically in Key Stage Four), many Sports Colleges began to offer accredited awards during core PE time to all pupils, meaning that the number of pupils doing examinable PE was being driven (artificially) by school / PE department strategies based on blanket submissions of pupils.

The emergence and growth of PE-related qualifications

With an increased focus on propositional knowledge, the theoretical study of physical activity and sport, and pressure created through school league tables,

a whole range of PE-related courses have been developed, particularly over the last 40 years, including the development of academic qualifications in PE (Capel, 2002, Stidder and Wallis, 2003a). A quarter of a century ago, Carroll (1990a) reported that the numbers of students registered for the Certificate of Secondary Education (CSE) in physical education (13,109 students in 1985), was evidence that there was “a trend away from the idea of physical education as a non-examination subject” (p141).

The emergence and proliferation of examinations in PE began with a period of innovation in the early 1970s (with the arrival of the Certificate of Secondary Education in PE), via successive phases of consolidation in the mid to late 1970s, and rapid and sustained growth in the 1980s, with the creation of the General Certificate of Secondary Education (GCSE) in PE. This was introduced in 1986, with the first examinations in 1988.

At the same time, two A-Level syllabuses (PE and Sports Studies) were piloted by the Associated Examining Board (AEB). By the 1990s, a widespread expansion and acceptance of GCSE and A-Level PE/Sport and Sports Studies was evident (Capel, 2002; Green, 2001; Macfadyen and Bailey, 2002). Over the last 20 years, the number of pupils completing both GCSE PE and A-Level PE has grown substantially, almost doubling in the two decades between 1994 (57,425) and 2014 (112,971) for GCSE PE, and more than doubling between 1994 (6,154) and 2014 (12,760) for A-Level PE (Figures 1 and 2).

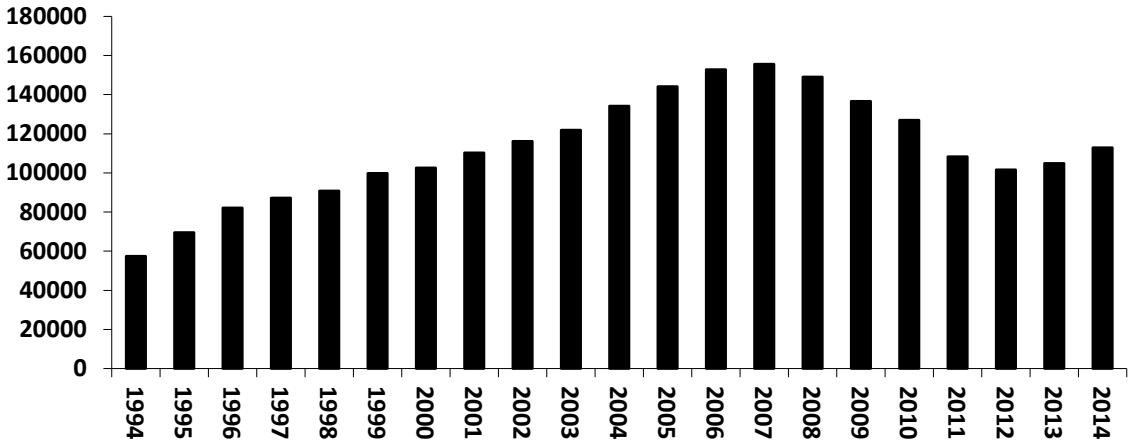


Figure 1: Number of pupils taking GCSE PE qualifications (1994-2014)

[Source: JCQ, 2014a]

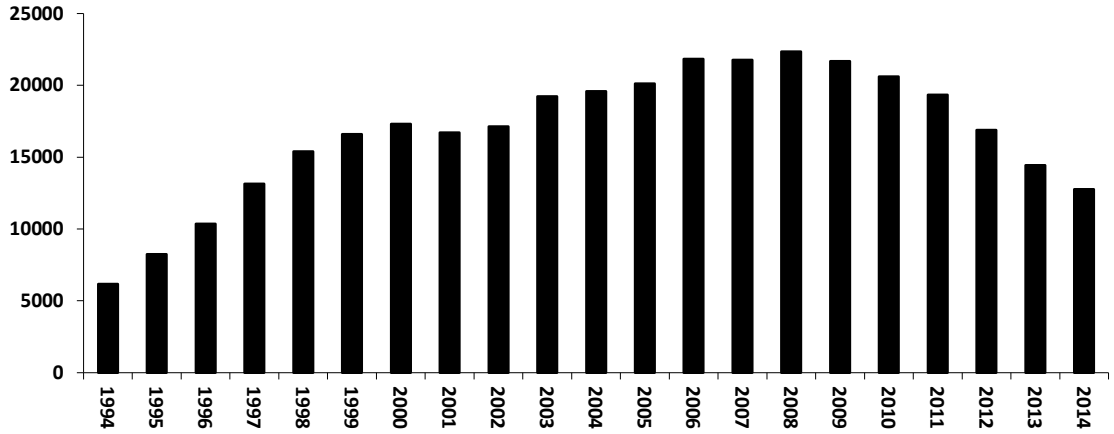


Figure 2: Number of pupils taking A-Level PE qualifications (1994-2014)

[Source: JCQ, 2014b]

Over time, dramatic increases in the numbers of young people taking GCSE and A-Level PE have been witnessed. Green (2008: 82) pointed out that "figures showed a 300% growth in GCSE PE between 1990 and 2006, and a

3000% growth for A-level PE and Sport over the same period". Subsequently, examination PE has been acknowledged as a key innovation in the development of contemporary PE, and recognised as a phenomenal success (Capel, 2002; Stidder and Hayes, 2002; Stidder and Wallis, 2003a, 2006). However, although Carroll (1998) predicted that the development of academic PE qualifications would see "a further expansion in the total number of entries" (p339), it is evident that the growth of GCSE and A-Level PE qualifications (in regards to the number of pupils participating) has not been a continual upward trend (Bowater, 2012). Instead, within the past five years there has been a decline, with numbers for both qualifications having been seen to peak, with GCSE PE numbers peaking in 2007 at 155,625 students, and A-Level Sport/PE Studies numbers peaking in 2008 at 22,340 students (Figures 1 and 2).

Levy (2013) reported that there was a decrease in the number of entrants for A-Level PE of 14.53% between 2012 and 2013 alone, whilst the number of pupils taking A-Level PE in 2014 (12,760) represents the lowest level in uptake (in respect of pupil numbers) since 1996. Alongside this, the number of pupils taking GCSE PE started to decline in 2008 until 2012, when 101,580 students completed GCSE PE, which was the lowest uptake by pupils since 1999 (Appendix 6). Further evidence of a decline in the uptake of academic PE qualifications may be seen in that, in regards to GCSEs[6] in 2004, PE was ranked 11th in the list of pupil GCSE choices taken by 134,134 students, whilst a decade later in 2014, PE was ranked 15th, when it was taken by 112,971

[6] compared to other subject areas, based on numbers of students completing GCSE qualifications (Appendix 6.2)

students. Similarly, in regard to A-Levels[7], in 2004 PE was ranked 14th in the list of pupil A-Level choices, taken by 19,589 students, whilst a decade later in 2014, PE was ranked 20th, and taken by 12,760 students – clearly then, for both GCSE and A-Level PE, there has been a downward trajectory in their popularity over recent times (Appendix 6).

Reasons for this decrease in pupil participation in academic PE qualifications over the last five to six years will be complex, with a number of processes involved. As an example, it may be that coalition government policies such as the introduction of the English Baccalaureate are impacting on the number of pupils taking GCSE and A-Level PE, as with this came an increasing focus in secondary schools on the five core subjects – Maths, English, Science, Humanities and Languages (BBC, 2012a; Coughlan, 2013a; DfE, 2012; Garner, 2012; Young, 2011). This new focus on five core subjects in Key Stage Four may also impact on other subject areas, apart from PE such as Dance, Music and Art which are not included, and consequently such subjects could be undermined and left behind, as pupils are put off studying non-EBacc subjects at the age of 14. It has been suggested that such a situation would put sport in schools at risk of being marginalized, and this downgrading of PE would exacerbate the recent decline in the number of teenagers studying sport (BBC, 2012b; Davis, 2012; Paton, 2012).

[7] compared to other subject areas, based on numbers of students completing A-Level qualifications (Appendix 6.3)

Another reason suggested for the decline in the uptake of academic PE qualifications is the emergence and development of vocational lines of learning in schools (Stidder and Wallis, 2006). As a result of the raising of the school leaving age to 16 in the 1970s, the curriculum had to be re-thought in order to be more inclusive and relevant, which subsequently led to an increase in vocational qualifications for pupils in secondary schools (Atkins, 2009; Bartlett and Burton, 2009). Vocational qualifications were introduced at school level after the Dearing review of qualifications for 16-19 year olds in the mid-1990s (Dearing, 1996; Green and Hardman, 1998). The review, commissioned in April 1995 by the then Secretary of State for Education and Employment Gillian Shephard, invited Ron Dearing to consider ways to strengthen, consolidate and improve the framework of qualifications for 16-19 year olds. The aim of the review was to encourage greater parity of esteem between academic and vocational qualifications. In this regard, it has been suggested (Jones, 2008; Young 2011) that a vestige of the tripartite system of education was that the educational elite followed academic courses in grammar schools, whilst the majority followed vocational programmes either in secondary modern schools or secondary technical schools.

In respect of PE-related vocational qualifications, Capel (2002) highlighted that these were offered as a more work-based alternative for non-academic students, whilst Green (2008) has noted that they are taken up disproportionately by working-class pupils in the lower attainment bands. As a consequence, over time, there has been a disparity of esteem between academic and vocational qualifications, with vocational qualifications generally

having suffered from a lower second class status, as they were perceived to be designed for those who have been rejected from academic courses (Hodgson and Spours, 2008; Pring, 2005; Sharp, 2010; Young, 2011). The final report from Dearing (published in 1996) lead to a recognition that the elements in place within the 14-19 curriculum did not add up to a satisfactory whole (Bostock and Wood, 2012; Lumby and Foskett, 2005). Thus, what was needed was the creation of "a coherent system 14 to 19 which has flexible routes" (Pring, 2005: 80). The report recommended that there should be a national framework of qualifications embracing the academic and the vocational, meaning that schools would be required to provide greater opportunities for their students to follow vocational pathways (Dearing, 1996).

Vocational provision related to PE and Sport has included courses such as: the Technical and Vocational Education Initiative (TVEI); National Vocational Qualifications (NVQ); General National Vocational Qualification (GNVQ); City and Guild (C&G); Certificate of Pre-Vocational Education (CPVE); and Business and Technology Education Council (BTEC) courses (Carroll, 2002; Green and Hardman, 1998; Huggett and Manley, 2010). Moreover, further vocational opportunities have also been provided for pupils in secondary schools such as Sports Leadership awards, and in 2010 the Diploma in Sport and Active Leisure was launched in England (DCSF, 2008c). Although some of these qualifications no longer exist, Lumby and Foskett (2005) identify that Business and Technical Education Council (BTEC) qualifications have been (and remain) a key feature in the 14-19 curriculum. BTEC qualifications were developed in consultation with employers and higher education experts (Bostock and Wood, 2012). BTEC

First qualifications were designed in order to offer pupils (studying at Level 2) an 'introduction to life and work' in a vocational sector. Through these qualifications, pupils could develop knowledge and understanding by applying their learning and skills in a work-related context, such as sport (Golder, 2010; Pearson, 2015a). BTEC National qualifications were designed to offer pupils (studying at Level 3) specialist work-related learning, which would allow them to develop the knowledge, skills and understanding in order to progress to higher or further education or into employment (Golder, 2010; Pearson, 2015b). BTEC qualifications were designed to be equivalent to other qualifications available within the 14-19 curriculum such as GCSE and A-Level (Table One).

Table 1: BTEC qualification equivalences (Levels 1-3)

QCF	QCF level	Academic equivalence
BTEC Introductory Certificate	Level 1	2 x GCSEs at D-E grades
BTEC Introductory Diploma	Level 1	4 x GCSEs at D-F grades
BTEC First Certificate	Level 2	2 x GCSEs at A*-C grades
BTEC First Diploma	Level 2	4 x GCSEs at A*-C grades
BTEC National Award	Level 3	1 x A-Level
BTEC National Certificate	Level 3	2 x A-Level
BTEC National Diploma	Level 3	3 x A-Level

[Source: Aldrich, 2002]

The number of pupils taking BTEC qualifications in schools has exploded in recent years from 15,000 in 2004 to 575,000 in 2010 (Richardson, 2011). By 2014, the most popular subject at Level 2, the BTEC First, was science taken by 113,304 pupils followed in second place by sport with 73,011 pupils (Figure

3). At Level 3, the BTEC National, the most popular subject was sport taken by 42,944 pupils (Figure 4).

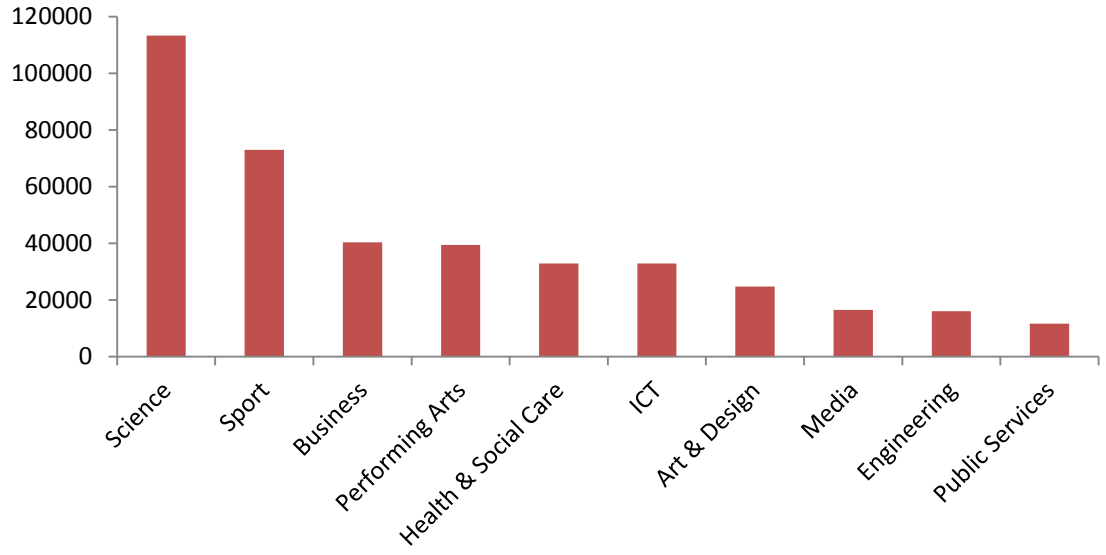


Figure 3: Number of pupils taking BTEC First qualifications per subject (2014)

[Source: Pearson, 2015c]

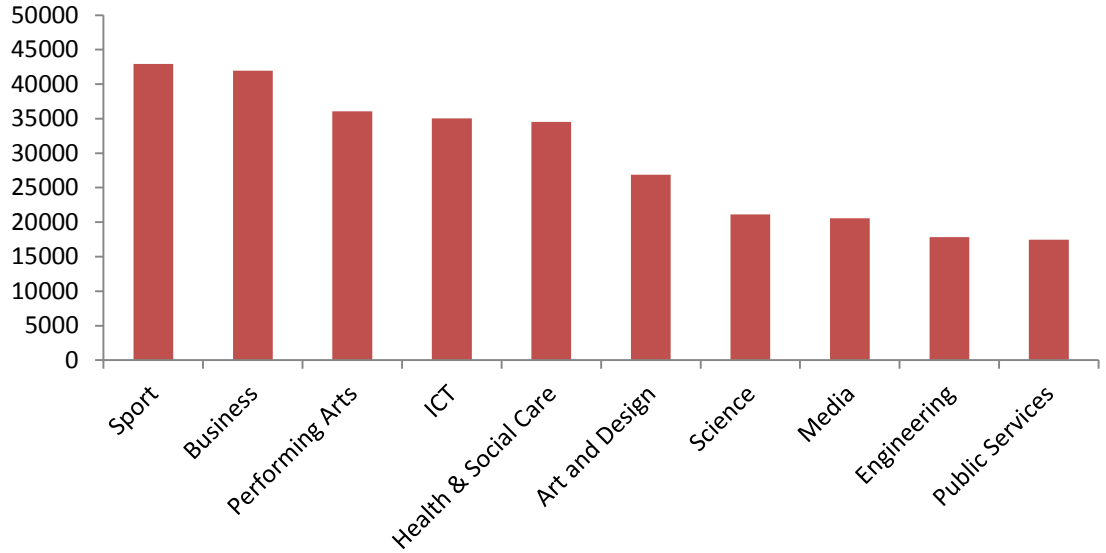


Figure 4: Number of pupils taking BTEC National qualifications per subject (2014)

[Source: Pearson, 2015c]

The rise of vocationalism in English secondary schools, and specifically in PE departments, meant that those pupils who may struggle to attain academic qualifications, and would thus miss the government's target of five good GCSEs, could find success through vocational pathways, leading to the attainment of GCSE equivalence thus impacting positively on a school's league table scores (Edexcel, 2007; Stidder and Wallis, 2006). Consequently, an increasing number of pupils are taking PE-related vocational pathways such as BTEC Sport (both at Level 2 and Level 3) alongside or even in place of academic PE qualifications, resulting in the decline in recent times in the number of pupils taking GCSE and A-Level PE (Figure 1 and 2).

However, analysis of the figures relating to GCSE PE in particular (Figure 1) now demonstrate a reversal of the downward trend in pupil participation as since 2012 pupil numbers have started to increase (although pupil uptake in 2014 is still only comparable to levels witnessed back in 2001). Again, the processes involved in changing pupil participation trends, back towards academic PE qualifications over the last few years will be complex. It is proposed that one such process may be the government's response to the findings from the Wolf Report into vocational qualifications (Wolf, 2011).

The perception of the Conservative Party in particular was very much centred around a philosophy that vocational education had lost its way (Sharp, 2010).

Prior to the 2010 general election, the Conservative Party set out their plans for reforming 14-19 education, which included a re-appraisal of vocational qualifications, and modifications in the way in which such qualifications were counted within school league tables (BBC, 2009d, Paton, 2010a). In this regard, Richardson (2011) reported that:

> "The government is to crack down on school league table tricks by cutting the value of vocational qualifications in performance measures. Known as equivalent qualifications, some of these count for as much as four or even six GCSEs".
>
> (Richardson, 2011)

Accordingly, when in government, the then Secretary of State for Education Michael Gove, commissioned Professor Alison Wolf to lead a review of vocational qualifications in England (Gove, 2010). Professor Wolf's report - *Review of Vocational Education* - published in March 2011 suggested schools had been tempted to teach qualifications that attract the most points in school performance tables. This meant that students had been steered into 'notching up' qualifications which may not help them into work or higher education (DfE, 2011a; Richardson, 2011, 2012). Wolf suggested that many young people were:

> "doing lots of qualifications which were getting league points for their schools but which, when they went out into the labour market or when they went to college, they found actually nobody valued".
>
> (Wolf, 2011)

Subsequently, her report recommended that in order to meet the needs of the modern labour market, there should be a set of general principles relating to students following vocational programmes in schools (DfE, 2011a; Richardson, 2012; Wolf, 2011). The coalition government's response to the Wolf Report saw a reduction in the significance of vocational qualifications in secondary schools, including a cut in the value of more than 3,100 vocational qualifications, and thereby ending their recognition in English school league tables. From 2014, only 70 equivalents would count in the school league tables' headline GCSE measure (DfE, 2011a; Richardson, 2012). In further responding to the Wolf Report, the government announced changes to the structure and focus of school performance measures (i.e. school league tables). This meant that rather than there being one set of results (which combined pupil achievement in both academic qualifications such as GCSEs alongside vocational qualifications such as BTECs) presented in one school league table, there would be separate league tables at Level 2 to demonstrate pupil achievement in academic qualifications, vocational qualifications and the English Baccalaureate, with greater significance given to the achievement of academic qualifications (Harrison, 2011a; House of Commons Education Committee, 2011).

Likewise, at Level 3, there would be three separate league tables for: 1) A-Levels; 2) academic qualifications (such as the International Baccalaureate); and 3) vocational qualifications (Harrison, 2014). Therefore, with a consideration of results in relation to the new league table structure, with vocational qualifications being somewhat usurped in favour of more academic qualifications, it is suggested that there has been a shift in secondary schools away from the provision of vocational qualifications, such as BTECs, and more of an emphasis being placed again on academic qualifications, such as GCSEs (DfE, 2012b; Harrison, 2011a; Richardson, 2012a; Young, 2011), thus resulting in more pupils taking GCSE PE over the past few years.

Conflicting perceptions towards the development of 14-19 PE

It is evident that PE teachers were encouraged (especially by some PE academics) to adopt developments in the 14-19 PE curriculum. Previously, Almond (1996) suggested that schools (and the PE teachers therein) should seize this chance and move towards a discipline that is not only enjoyable, but worthwhile and recognised as such (although it should be noted that such perceptions regarding the influence and importance of PE-related qualifications are not universally shared). Almond also outlined that: “to distance or isolate our subject from these developments will not be to the benefit of physical education, its teachers or its pupils”, therefore, “the profession of physical education should

be concerned to investigate ways to contribute to the developments of the 14-19 curriculum, to illustrate the place of physical education in the whole curriculum and its value as part of the educational process" (Almond, 1989: 154). More recently, Stidder (2001b) suggested that GCSE PE could be a way forward in Key Stage Four, as this is a subject that provides teachers with a means of raising standards, alongside providing pupils with recognition of their efforts. Aligned to this, Stidder and Wallis (2003b: 41) advocated that offering qualifications in PE provides "a potential blueprint for future developments and innovation in PE at Key Stage Four", or put another way, this is the future for Key Stage Four PE. However, it should be noted that participation in courses such as GCSE PE would not meet the needs of all pupils, especially those lacking interest in the subject.

At this point however, there is a need to recognise an important caveat – that the change in perspectives towards PE, as outlined above, may not be seen to apply to all PE teachers. After over three decades of 14-19 PE provision in English secondary schools varying attitudes from PE teachers towards these developments are still evident. These range from a complete opposition (alongside a desire to retain traditional versions of PE), to acceptance, albeit alongside a good measure of continuity by offering both classroom theory-based and practically-based activities to their pupils (Green, 2006).

Stidder and Hayes (2002: 46) previously reported that examination PE "has been acknowledged and recognised as a key innovation in the development of

contemporary PE", whilst Stidder and Wallis (2003a: 41) further reported that "externally accredited courses in PE such as examinations, National Governing Body awards and Sports Leader awards are continuing to gain support". Such perceptions are evident (especially on the part of most PE teachers), as it was (and is) believed that the provision of 14-19 PE provides a major opportunity for the profession to move forward in several ways (Beard, 2002).

It has previously been argued that 14-19 PE ensures the continued expansion and success of the subject in the future (Carroll, 1998); provides for the educational needs of all pupils (Stidder and Wallis, 2013); and makes a significant contribution to the learning process in schools (Carroll, 1990a). It has improved the quality of learning in PE at Key Stage Four (Clay, 1997; Ofsted, 1999); provides progression to higher levels of study or employment for pupils (Stidder and Wallis, 2013); offers a mechanism for teachers' role satisfaction (Carroll, 1994a); and provides an opportunity for PE departments to lead the way for other subject areas in providing an effective and meaningful curriculum for 14-19 year olds (Stidder and Wallis, 2006). Conversely, it should also be considered that 14-19 PE could have the opposite effect. For example, 14-19 PE may not lead to the continued expansion of the subject, it may not meet the educational needs of *ALL* pupils, and it may not deliver role satisfaction for PE teachers.

Furthermore, Green (2008) suggests that the practical change in what PE departments do has led to a recasting of taken-for-granted assumptions about

PE, or put in other words, what the subject of PE (in secondary schools) is all about. Accordingly, it has been put forward that changes in how PE is provided to pupils in secondary schools (within a context of the development of 14-19 PE qualifications, or what has been termed the 'academicization' of PE) has led to a 'new orthodoxy' (Green, 2001), a new way of thinking by PE teachers towards their subject. In other words, there has been a *sea change* in PE teachers' philosophies towards an acceptance (at a practical as well as a conceptual level) of a theoretical or intellectual core at the heart of PE, resulting in moving the subject, in effect, from the playing field and gyms into the classroom (Green, 2005a). This, according to Green (2000; 2001; 2002; 2008) has led to a situation whereby for some PE teachers (but by no means all), rather than seeing their subject being about a 'practical' focus, they have, over time, argued for and accepted PE as an academic subject.

However, as previously mentioned, not everyone in the PE profession has welcomed moves towards examinations (Williams et al, 2010) as in fact for some PE teachers, examinable PE was undesirable (Green, 2001). It has been suggested that the development of PE within the 14-19 curriculum could have had a profound effect on the subject in secondary schools, and indeed, such developments are seen as one of the more significant in PE in the last 30 years, changing if not transforming the nature of PE (Green, 2008; Stidder and Hayes, 2002). As far back as the 1970s, Bernstein (1972: 51) suggested that the introduction of examination and vocational courses in PE had altered the "classification and framing of the subject", the ideological base of the subject. This means that PE has joined other school subjects on the 'academic treadmill'

and is becoming more, rather than less, like other (academic) subjects and correspondingly less like conventional or traditional PE (with its focus on physical and sporting activities) (Green, 2001). As a result, Green (2008) has postulated that the growth of examinations in PE may actually shape the direction in which the subject generally develops (both in the present and future) - a situation which could potentially not only change perceptions regarding the nature and purposes of the subject in secondary schools, but also change the nature and purposes of the subject in practical terms (such as what is delivered on a day-to-day basis by PE departments) as well.

In reflecting on the process of the academicization of PE, it has been considered that the upshot could well be that the term 'PE' becomes increasingly associated with, and reserved for, examinable (and especially academic) forms of the subject, while traditional PE (rebranded as school sport) is moved to the margins of the curriculum in the form of extra-curricular PE and sports clubs (Green, 2008; Liston, 2011b). Accordingly, over time, changes in the subject of PE (especially in regard to developments within the 14-19 curriculum), have been seen to lead to concerns from some PE teachers that a focus on examinations and qualifications in PE is changing what the subject is all about and therefore, does not now necessarily reflect previously preferred conceptions of the subject in secondary schools (Green, 2008). Moreover, the rise of examinable PE has been seen to generate a persistent and enduring uncertainty from some in the PE profession (and beyond), in terms of what PE is or *should* be about (Green, 2008). Historically, the view that pupils do not need to be formally examined in PE has been a key debate (Capel, 2002) and

one which has raged for many years as consideration was given as to whether physical education should associate with any form of examination work in schools. Carroll (1998: 337) reported that previously in the mid to late 1970's "there were still heated discussions on the advantages and disadvantages of examinations in the subject and many influential people were against examinations in PE".

By the late 1980s, Almond (1989) noted that for some in the PE profession concerns were still expressed about the theoretical or academic content of 14-19 PE courses, in the sense that "if a course is part of a physical education programme it should be about movement and activity and not about learning in a classroom" (p150). He went on to highlight the perception for some that examination courses would inhibit the physical experience of pupils by having to conform to the requirements of a prescribed syllabus. For example, Carroll (1990a) pointed out that the content of A-Level examinations in PE and Sports Studies: "have a core and option programme heavily based in the academic disciplines of anatomy and physiology, biomechanics, psychology, sociology and history" (p146). However, in this respect, other commentators (Hoffman, 1988) recommended that the subject matter in school physical education programmes is *not* exercise physiology, biomechanics or sport history, *but* volleyball, gymnastics, swimming and diving. Consequently, somewhat of a resistance from PE traditionalists has been witnessed over time towards 14-19 PE, as they do not believe that formal assessments in the shape of qualifications and all the changes that this brings (e.g. classroom-based

teaching and examinations in PE), is what the subject ought to be about (Casey and O'Donovan, 2013; Green, 2008).

Specific examples of such resistance over time was provided when Alderson (1978: 125) shared that "I find the idea of exams in PE incongruous with my concept of what physical education means", whilst Wright (2000: 273) suggested that seeing PE as an academic subject "distorts the nature of physical education". Moreover, under the auspices of what Whitehead (2001; 2006) terms 'physical literacy', an approach to PE that advocates a focus on examinations, coursework and classroom-based teaching would be seen to be somewhat of a distraction from a preferred practical/physical focus within PE lessons, that is, a focus on the development of physical literacy in children. Correspondingly, Stidder and Wallis (2003b: 42) considered whether "a widespread move towards accredited PE courses at the expense of traditional core programmes could be considered as short-sighted and may be detrimental to the subject, rather than being seen as having its own value in the curriculum". Accordingly, they warned against creating "a *production line* of qualifications, with no adherence to the reinforcement of the essential qualities of PE" (Stidder and Wallis, 2003b: 45, emphasis in original). Indeed, it was queried whether examination courses in physical education were really necessary at all (Macfadyen and Bailey, 2002).

Such perceptions are evident (on the part of some PE teachers), as it was (and is) believed that 14-19 PE promotes the assumption that physical movement is

only worthwhile if it can be “understood, analysed and responded to cognitively through a test or exam” (Stidder and Wallis, 2003b: 42). Moreover, 14-19 PE makes PE “too academic” (Stidder, 2001b: 38); and it impacts negatively on the provision of core PE by allocating budgets for buying textbooks rather than sports equipment, and cutting back on school sport and the promotion of out-of-school active lifestyles due to the academic demands of examination PE (Green, 2008). For example, PE teachers spending time marking coursework at the end of the school day rather than offering after school sport clubs.

Instead, it is proposed that the essence of PE should be about: boosting the physical, mental and emotional health of children, developing their physical, intellectual and social development in line with their overall development, and increasing their self-confidence, and promoting healthy lifestyles, learning skills and the use of sport as a vehicle for developing moral skills (Capel, 2002: Macfadyen and Bailey, 2002; Velija et al, 2008).

Outcomes of the development of 14-19 PE in secondary schools

If the concept of the academicization of PE is accepted, then it is important to consider the consequences of this process, both planned and unplanned (intended and unintended), for those involved, including pupils and their PE teachers in secondary schools (Green, 2008).

Previous research (Capel, 2002; Stidder, 2000, 2001a; Stidder and Wallis, 2003b) has suggested a number of positive benefits resulting from the introduction of externally accredited courses in PE, which includes benefits to the school, community, department, and pupils. More specifically, Carroll (1990a: 145) previously put forward that there have been many educational benefits for the pupils; staff development has been widened and enriched; and the subject itself has developed. However, Green (2008: 83) proposed that the emergence and rapid growth of 14-19 PE "has, as one might expect, thrown up a number of more or less significant issues, for both teachers and pupils".

Therefore, from engagement with previous literature, an examination of the outcomes – including the perceived benefits alongside perceived issues for both pupils and PE teachers emanating from the development of the 14-19 PE curriculum are now explored in more detail.

Impact of 14-19 PE on secondary school pupils

With the advent of the 14-19 PE curriculum, it has been proposed that there have been many educational benefits for pupils which can enrich their physical education experiences (Capel, 2002; Stidder, 2001a). For instance, in a body of research specifically focusing on the impact on pupils of examination PE and accredited courses, Stidder (2001a; 2001b) and Stidder and Wallis (2003a) contended that a commitment to examination PE can improve both the

academic and practical performance of pupils, and that pupils' achievements in PE are highest when they are following an accredited course, meaning that 14-19 PE can have a positive impact on learning for a significant number of pupils. However, it should be noted that no evidence is provided within this research that suggests that such outcomes are available to all pupils.

Engaging young people in education through 14-19 PE

In exploring the impact of 14-19 PE on pupils, it is evident that accredited courses and packages of alternative PE qualifications can be an excellent way to motivate pupils, as they can appeal to many children in a way that other subjects do not, in so much as PE, and 14-19 PE in particular, can provide a fun, enjoyable, relevant and valuable focus to a student's studies (Beard, 2002; BST, 2002; Macfadyen and Bailey, 2002). Consequently, many (but by no means all) young people enjoy studying PE and are willing to continue with their education in order to attain such qualifications, meaning that schools are able to keep and recruit more pupils (Stidder, 2000; Stidder and Wallis, 2013). In attempting to explain the improved retention of pupils through the provision of 14-19 PE, Ward (2004) reported perspectives from school teachers who highlighted that for GCSE PE, there is a substantial element of sports performance which is attractive to young people. However, it should be noted that the high element of sports performance (see appendix 6.10) can equally put many young people off such experiences (Macfadyen and Bailey, 2002).

Research previously conducted by Carroll (1998) highlighted a number of explanations for pupils selecting to study PE at examination level. These included personal preferences, perceptions of ability, status of the subject and mediating influences (e.g. school, parents, teachers). Correspondingly, MacPhail (2000: 43) found that pupils' choices were in part "due to the interest and enjoyment they had previously experienced in physical education lessons, as well as the relevance of the subject to future career aspirations". Kanan (2006: 30) reported that when pupils were asked why they chose to study PE, they gave responses such as "doing PE increased motivation to study" and "it seems less academic".

Macfadyen and Bailey (2002: 94) have previously suggested that further research is needed on "pupils' reasons for choosing to do examination physical education", as the reasons are likely to be varied and complex. This point will also be addressed in Chapter Seven of this thesis.

The retention of young people through 14-19 PE is seen to be an important outcome, as historically, in comparison to other nations, large numbers of young people in England have chosen to leave education at the first available opportunity, often at the end of compulsory education (Baker, 2013; Raffe and Spours, 2007; Ward and Eden, 2009). This situation has been seen to lead to the rise in the number of young people not involved in education, employment

or training, otherwise known as NEETs. In the summer of 2009, for the first time over one million young people, aged between 16 and 24, were classed as NEETs, although this figure has fallen to 955,000 in 2014 (Office for National Statistics, 2014). Having large numbers of young people in this situation can fuel concerns, especially amongst policy-makers, that the country may find itself at an economic disadvantage as there will be a less qualified workforce (DfES, 2005; Machin and Vignoles, 2006; Pring, 2005). In response, throughout the twentieth century various educational acts have been introduced (e.g. the Education Act 1944) in order to extend the school leaving age and thereby keep young people within an educational setting for longer, in the hope that they would be able to attain more qualifications. In 1973 the school leaving age was extended from the age of 15 to 16 (Dufour, 2011; Jones, 2008). However, by the turn of the twenty first century, the then Secretary of State for Education, Alan Johnson, suggested that it was repellent that young people are not in education or training beyond the age of 16 (BBC, 2007a; Norris, 2007). Thus, in 2007, with an eye on the economic needs of the state and a desire to reduce the number of young people becoming NEETS, the New Labour government announced the raising of the age of participation to 18 by 2015 (DCSF, 2007a; Hodgson and Spours, 2008), a policy which has been maintained by the current coalition government (Young, 2011).

Within the context of reducing the number of NEETs, it has been suggested that the retention of pupils in education through 14-19 PE is particularly effective for what are termed ‘disaffected’ (i.e. disinterested and disengaged) pupils. Williams et al (2010: 57) pointed out that schools saw “that the practical nature

of the subject could appeal to both disaffected and less academically able pupils", whilst according to Macfadyen and Bailey (2002) participation by pupils in 14-19 PE helps otherwise disaffected pupils to do better in their examinations. Moreover, 14-19 PE can help schools to retain pupils at risk of exclusion through improving concentration, developing key skills, controlling impulsive behaviour and building trust with peers and teachers and thus raising self-esteem and confidence (Stidder and Wallis, 2003b). However, it should be noted that there is little empirical evidence to support such claims.

Inclusion through 14-19 PE

It has been claimed (Stidder and Wallis, 2013) that the shift towards PE-related qualifications (both academic and vocational) and alternative PE courses in secondary schools (such as NGB coaching awards and Sports Leader UK awards) has enabled many teachers to address issues related to inclusion and provide a PE curriculum, for all pupils, based upon pupils' individual abilities and particular needs. By offering PE-related qualifications and courses to pupils in Key Stage Four in particular, a more inclusive environment for all pupils to get involved is created. Stidder and Wallis (2013: 161) state: "a move towards compulsory accredited programmes of physical education are in the best interests of all pupils and are far more inclusive to a broader population of pupils". They continue by adding that:

> "a range of accredited awards in physical education can provide opportunities for all pupils to engage in worthwhile lifetime activities whilst gaining relevant and appropriate qualifications that are applicable within the world of sport and leisure as well as local communities".
>
> (Stidder and Wallis, 2013: 174).

As a result of such outcomes, more and more schools are seeing academic and vocational PE-related qualifications as a viable approach to the standard core curriculum PE, as a functional means of elevating participation in PE at Key Stage Four and beyond (Macfadyen and Bailey, 2002; Stidder and Wallis, 2003a). For instance, Sports Leadership awards have been seen to be particularly effective in engaging Key Stage Four pupils in their PE lessons, and predominantly girls, who have noticeably resisted participation in PE lessons beyond Key Stage Three (BST, 2002; Sports Leaders UK, 2014). However, one must be mindful that in spite of such claims, PE (and 14-19 PE in particular) will not be enjoyed (or chosen) by all pupils, thus negating the impact of 14-19 PE on their inclusion (Carroll, 2002).

Gender differential in 14-19 PE

It is noteworthy that uptake in 14-19 PE (and examination PE in particular) has reflected traditional gender issues within the subject. Boys have tended to

dominate, which has been seen to lead to a gender differential existing in relation to the number of academic 14-19 PE entries, which has resulted consistently over the years in approximately twice as many males as females entering GCSE and A-Level PE examinations (Carroll, 1998; Francis and Merrick, 1994; Green, 2008; Ofsted. 1995; Williams et al, 2010). The official statistics available (Appendix 6) support this assertion, as it is observable that at Level 2 in 2004, of the 134,134 pupils completing GCSE PE, 88,458 were male and 45,676 were female, whilst a decade later in 2014, of the 112,971 pupils completing GCSE PE, 74,708 were male and 38,263 were female (JCQ, 2014) (Figure 5).

Figure 5: Number of male and female entrants for GCSE PE (2004 - 2014)

[Source: JCQ, 2014a]

Likewise, at Level 3 in 2004, of the 19,589 pupils completing A-Level Sport/PE Studies, 12,324 were male and 7,265 were female, whilst a decade later in

2014, of the 12,760 pupils completing A-Level PE, 8,341 were male and 4,419 were female (JCQ, 2014) (Figure 6).

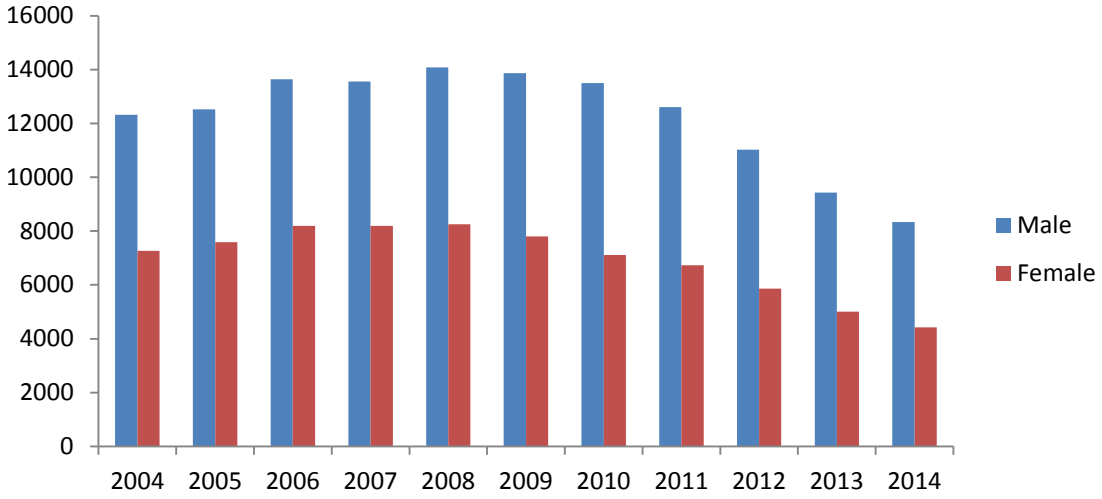


Figure 6: Number of male and female entrants for A-Level PE (2004 - 2014)

[Source: JCQ, 2014b]

It would appear that examinable PE was (and remains) what Green (2008) identified as 'heavily gendered', and as such, continues to reflect and reinforce gender-stereotyping in PE (Carroll, 1998; Macfadyen and Bailey, 2002). Similar trends in gender inequalities are also evident in relation to vocational qualifications. For example, in 2014 of all pupils completing the Level 2 BTEC First Sport, 67% were male and 33% were female (Figure 7). Likewise, in the same year, of all pupils completing the Level 3 BTEC National Sport, 79% were male and 21% were female (Figure 8).

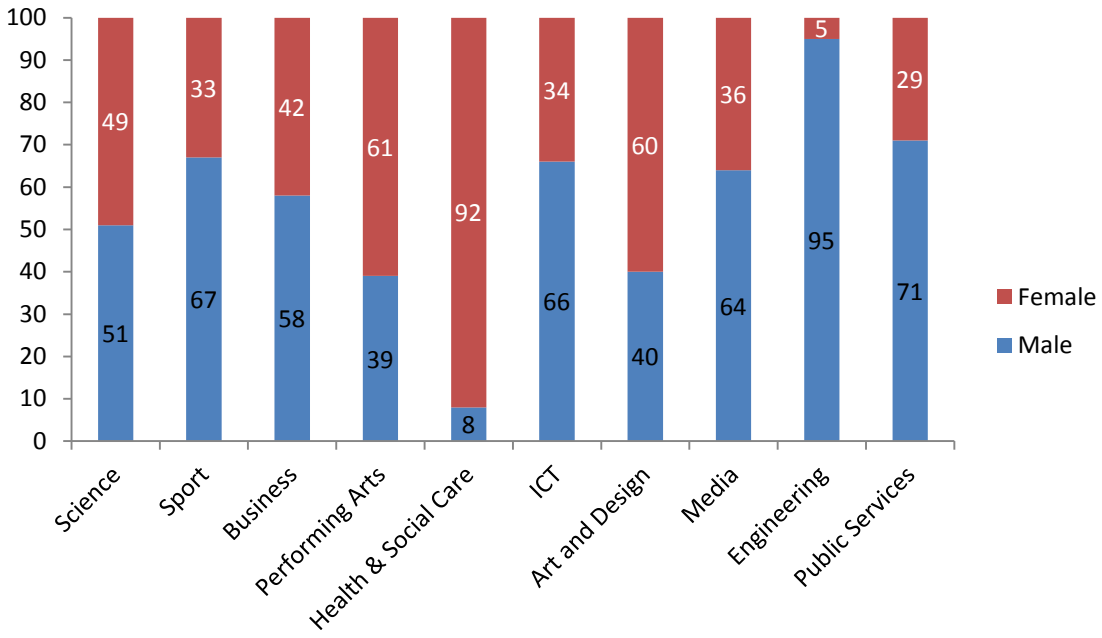


Figure 7: Percentage of male and female entrants for BTEC First per subject (2014)

[Source: Pearson, 2015c]

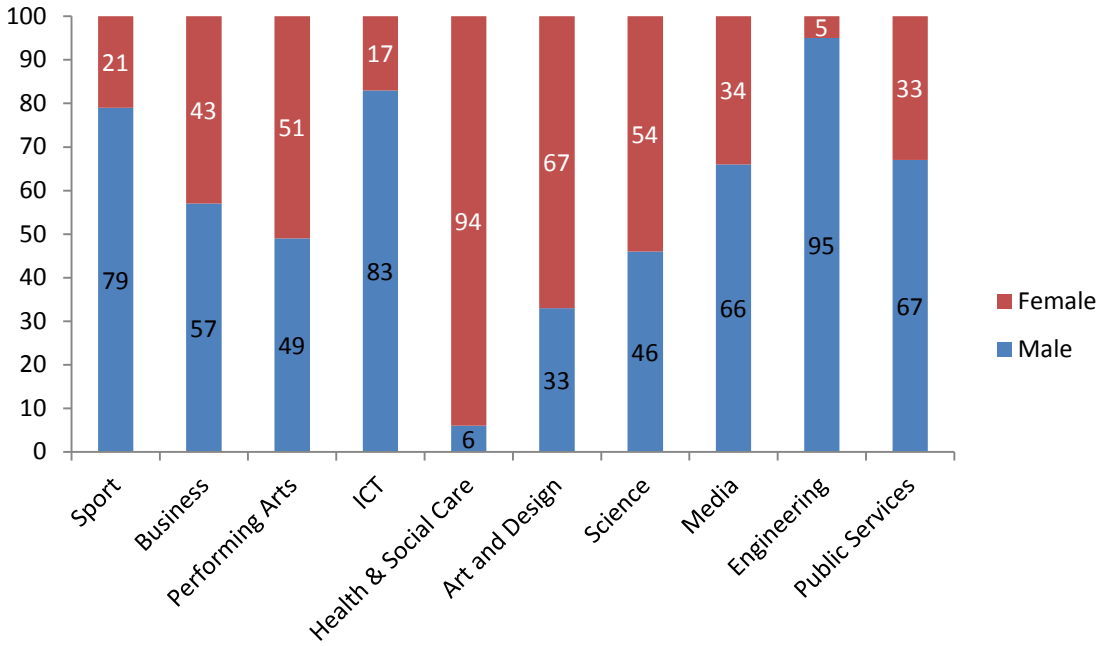


Figure 8: Percentage of male and female entrants for BTEC National per subject (2014)

[Source: Pearson, 2015c]

It has been noted that, over time, there has been little mention or consideration given to the under-representation of girls in PE courses (Stidder, 2001b); partly due to lingering gender stereotypes regarding supposedly suitable boys' and girls' subjects, such as "business, numbers, technology and sport for boys, and caring or domestic activities for girls" (Green, 2008: 83). The reasons for the gender differential in regard to 14-19 PE are complex and not clearly apparent, although some suggestions have previously been offered. For instance, it could be attributable to the gendered nature of PE in general, or male and female students' attitudes to PE, and simply that teenage girls may like sport and physical education less than boys; and that traditional forms of PE have been found to de-motivate girls (Green, 2008; Stidder and Hayes, 2002; Ofsted, 2009; Quick et al, 2009; Youth Sport Trust (YST), 2009).

Specifically in relation to 14-19 PE, it has been suggested that the subject is not being presented in a way that is equally accessible to both boys and girls (Macfadyen and Bailey, 2002). For example, there is a gender bias in PE textbooks (Stidder, 2001b), and it has been suggested that the choice of syllabus and the selection of practical sport activities is both inappropriate and unappealing for girls (Stidder, 2001b). PE teachers also tend to select practical activities for assessment that favour boys, as boys "would reject the subject if an aesthetic activity were to be included" (MacDonald and Brooker, 1999: 186). Moreover, physical characteristics (especially strength and size) tend to be embedded in the practical aspects of the assessment, which tends to favour

boys (Richardson, 2013). This means that important sex differences between boys and girls are largely ignored, “and as a result, the examinations condone assessment procedures which are at best, inadequate, at worst discriminatory” (Flintoff, 1991: 35), all of which can be seen to undermine girls’ perceptions of their ability and suitability to the subject (Carroll, 1998).

Whatever the reasons for the evident gender imbalance within 14-19 PE, and the dominance of males in undertaking PE-related qualifications, the up-shot could be significant. For example, “Year 9 girls would definitely not take GCSE PE as an option” (Stidder, 2001b: 38), and beyond school, it could mean “more qualified men than women are going into the recreational and leisure industries” (Carroll, 2002: 94).

Nonetheless, in spite of the gender-biased context of 14-19 PE, research has recorded that “girls thought it was a good idea for PE to be an examination subject, and that it was not a male subject” (Carroll, 1998: 344). More poignantly, although fewer girls select academic PE qualifications than boys, it is the girls who achieve the highest grades: “where boys dominate in numerical terms, girls still outperform them in respect of grades achieved” (Green, 2008: 86). A decade ago, Ofsted (2004) reported that “although more than twice as many boys as girls enter GCSE PE, there is a 5% gap in attainment in favour of girls. The gap widens at A-level with 40% of girls compared to 24% of boys attaining grades A or B”. Such trends are still evident in 2014, especially in

regard to the attainment of the top grades (A*and A) by female students, for both GCSE and A-Level PE (Figures 9 and 10).

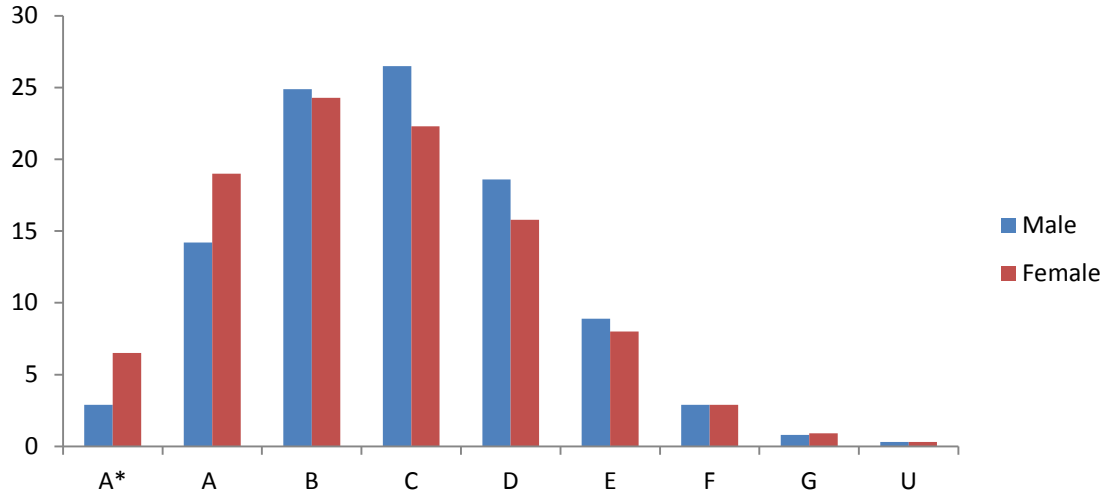


Figure 9: Male and female grade profile for GCSE PE (2014)

[Source: JCQ, 2014a]

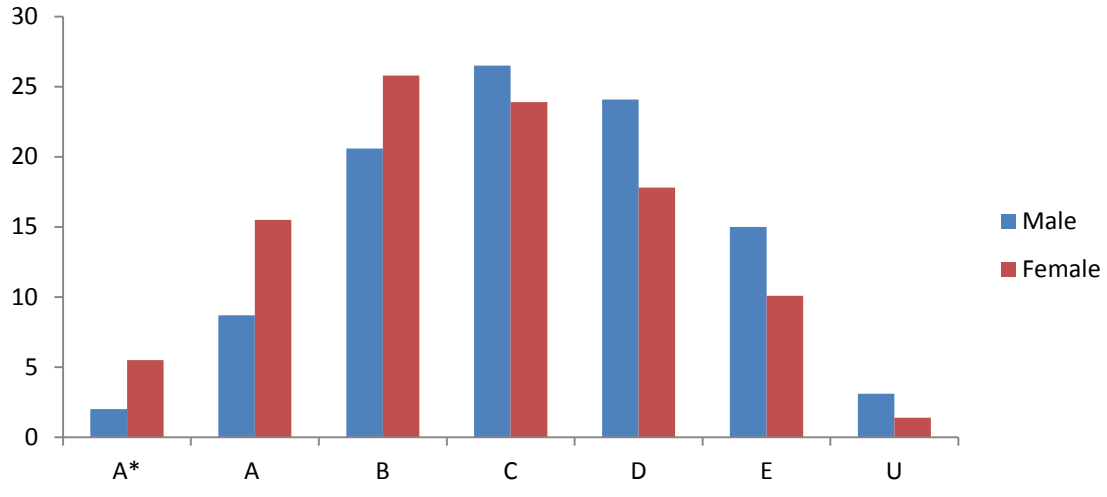


Figure 10: Male and female grade profile for A-Level PE (2014)

[Source: JCQ, 2014b]

Almost two decades ago, Carroll (1998: 345) suggested that “this issue clearly needs further work in view of the increasing importance of examination subjects in relation to career routes, and PE’s value in terms of leisure opportunities”. In light of the persistence of this issue as evident in the latest official statistics (Appendix 6), this issue still needs further investigation. This point will be addressed in Chapter Seven of this thesis, where suggested future directions of the research are considered.

Developing transferable life skills through 14-19 PE

It has been argued historically, that engagement with PE *per se* in schools can lead to the generation of a wide range of transferable skills and personal attributes in young people across the physical, social, affective and cognitive domains (Bailey et al, 2008; DfES and DCMS, 2002; Stead and Nevill, 2010). With specific reference to young people’s engagement within the 14-19 PE curriculum, it has equally been purported that there is the potential for all young people to develop transferable skills and personal attributes (Stidder, 2001b; Stidder and Wallis, 2003a). This is seen as an important outcome for young people as during the 1980s and 1990s, dissatisfaction with educational provision was broadly shaped by criticisms that young people were not being adequately prepared in their skills, knowledge and attitudes for the world of work. Indeed, the view was commonly held that the needs of the economy and

employers was not for young people with an endless list of qualifications, or ‘pieces of paper’, but young people with skills that will be useful in the workplace (Donovan, 2005; Pring, 2004). The Nuffield Review of 14-19 education and training reported that all young people should acquire knowledge, skills and attributes to become the citizens of the future, which will enable them to earn a living and to contribute to the economic well-being of themselves and of the wider society (Nuffield Foundation, 2009).

In this respect, it has been suggested that the purpose of the 14-19 curriculum should be to produce these skills and qualities in young people (Ainley and Allen, 2010; Hayward et al, 2006; Pring, 2005). However, it has been acknowledged that there is still a shortage of skilled workers within the 14-19 year old age group, the employees of the future, as secondary education in particular is still failing to deliver the skills needed in young people to facilitate the country’s long-term economic needs (Baker, 2013; Howse, 2014; Pring et al, 2009). In light of such perceptions, there has been a significant output of government policy over time, concerning the need to provide a more skilled workforce through a transformed educational and training system. Such an approach is perceived to be required as through the skills of the workforce a vibrant and successful economy can be developed (DfES, 2005; Frean, 2007; Hodgson and Spours, 2008; Pring, 2004).

It is argued that PE and 14-19 PE in particular, is able to develop in young people the skills and attributes so desired, as PE-related examination and

vocational programmes “can, and do, develop social skills” (Stidder, 2001b: 40), and assist in the “raising of pupil esteem” (Stidder and Wallis, 2003b: 47). Further still, it has been proposed that accredited courses such as the Sports Leaders UK awards, previously known as the Junior Sports Leader Award (JSLA) and the Community Sports Leader Award (CSLA) and National Governing Body (NGB) coaching awards in particular, have been seen to have a positive impact on helping young people develop essential life skills such as organisation, motivation, communication and working with others (Hammond, 2012; Ofsted, 2000; Sports Leaders UK, 2014). The British Sports Trust (BST) (2002) put forward that vocationally-based sports awards give many young people a unique opportunity in: developing their personal skills; developing confidence and responsibility; developing a healthier, safe lifestyle; developing good relationships and respecting the differences between people, all of which are skills that are vital to all in today’s world. As well, through involvement in academic PE qualifications (i.e. GCSE and A-Level), pupils adopt different roles of responsibility such as performers, coaches, officials or choreographers, and such experiences may be seen to provide pupils with opportunities to develop a range of personal and social skills (AQA, 2014a; Edexcel, 2012; OCR, 2012).

Stidder and Wallis (2003b: 46) identified that due to the effects of 14-19 PE upon personal and social growth, “a growing number of practitioners are speaking with one collective voice of the value of such qualifications”. This may be due to the development of skills and attributes (e.g. communication skills, team working skills and the like), which are what employers seek from young people at the start of the twenty-first century (Hodgson and Spours, 2008; Pring,

2009). Accordingly, through experiences attained within their education (e.g. through 14-19 PE) it is argued that young people are able to increase their levels of employability (Ball et al, 2000; Pring, 2005). However, in spite of such claims, it should be noted that dissatisfaction on the part of employers remains evident, as they view many young people leaving the English education system to be lacking the basic skills needed to make them employable (Baker, 2013; Young, 2011). This does of course call into question the claimed impact of 14-19 PE (alongside other subjects) on the development of transferable skills in young people.

Pathways into employment or education through 14-19 PE

It has previously been noted that in the latter years of secondary schooling (i.e. Key Stages Four and Five), young people have access to vocational and/or academic PE-related qualifications, which can point them towards employment opportunities (in the growing fields of sport-leisure and health and exercise), or further study particularly in universities, in related fields such as Sport and Exercise Sciences (Carroll, 2002; Green, 2008; Macfadyen and Bailey, 2002). In this regard, Almond (1996) proposed that A-Level PE is not simply an academic badge of merit, but a means of developing a flexible structure to study that extends into university, the world of sport, exercise and dance, and employment. He also advocated that PE-related vocational courses for students in Years 10 and 11 offer the starting point for a progressive and coherent route to employment. In a similar manner, the British Sport Trust (BST) argued that

their Sports Leader Awards “can be a stepping stone to employment or further education” (p 20).

In relation to possible future career pathways for young people beyond school, pupils who successfully complete 14-19 PE qualifications, “could then go on and apply for jobs within the ever-growing sports and leisure industry” (Williams et al, 2010: 57). In this regard, it has been seen that there are career opportunities in the sports and leisure industry - such as: PE teaching, sport coaching, sports administration, fitness instructors, activity leaders and sport and leisure management, to name but a few. Further, over time, these opportunities have been seen to increase due to the fact that the sport and leisure market is a highly significant part of the UK economy, generating billions of pounds in gross value added (GVA), and creating millions of jobs (BASES, 2010; SkillsActive, et al, 2008).

In view of the continuing growth in the size and significance of the sport and leisure market, the potential employment opportunities for school-leavers in the future will continue to increase, and consequently, there will be an increasing demand for suitably qualified, professionally-trained, new recruits, thus giving a state of prominence to the attainment of PE-related qualifications by young people as it will be these qualifications that could lead to jobs (Capel, 2002; Macfadyen and Bailey, 2002). Indeed, within the sport and leisure industry, there is a need for staff with qualifications at least to Level 4 so that they may progress onto management and leadership roles in the future (SkillsActive et al,

2008). This means that for those young people who want to follow a career in the sport and leisure industry, PE-related qualifications are necessary, if not essential (Macfadyen and Bailey, 2002; Stidder and Wallis, 2003a). On the other hand however, Carroll (2002: 94) has wondered that, in spite of the growth of the sport and leisure industry, “one might also wonder whether all the students will find employment within the industry”, especially in light of the ever expanding numbers of young people holding such qualifications. As evidence of such concerns, 50% of leavers from relevant sport-related university courses did not require the qualification they achieved to get a job in the sport and leisure sector, and in only 15% of appointments was a sports-related degree a formal requirement for the post (SkillsActive, et al, 2008). In connection with entry into higher education through studying 14-19 PE, initially there had been a problem about the acceptability of A-Level PE and Sport Studies for university entrance, but eventually institutions accepted them on a par with other A-levels:

> “there was some resistance from admissions tutors in higher education to the notion of an A-Level in Physical Education or Sport Studies being an acceptable subject for university and college entrance. [However] as it became clear that students with appropriate grades in these subjects were just as capable, if not more than capable of being successful on degree courses, the initial prejudices disappeared”.
>
> (Francis and Merrick, 1994: 16)

Subsequently, over time, students have been accepted into the top universities (e.g. Oxbridge), on the basis of three A-Levels, one of which is PE (Carroll, 1992: 91). Therefore, it has been advanced that 14-19 PE provides a pathway for young people, beginning with GCSE, onto A-Level, and through to higher education and beyond (Capel, 2002). However, in 2008, as part of an initiative by some of the Russell Group of top universities to improve their selection processes for new undergraduates, greater prescription was given as to what would be deemed appropriate A-Level qualifications for entry. This process involved dividing A-Level subjects into 'traditional' or 'harder' subjects, and so-called 'non-traditional' or 'non-preferred' or 'softer' subjects – a list which included PE (Appendix 6.12). As a result, students were warned they could narrow their chances by taking non-traditional A-levels, and that they may put themselves at a disadvantage by studying so-called softer subjects, as their applications would be considered less effective, especially if they intended to apply for entry into the more prestigious Russell Group of elite universities (BBC, 2006a; 2008c; 2008d; University of Cambridge, 2008).

However, examinable PE has by no means been an unmitigated success in terms of status and credibility (Green, 2008), especially in that it has been noted that young people are shunning what have been labelled as 'Mickey Mouse' courses, such as communication studies and PE, in favour of 'harder' subjects such as maths, economics and the sciences, amid intense competition for university places (Levy, 2013). In response to such developments, the regulatory board, the Qualifications and Curriculum Authority (QCA) published a report into the so-called soft and harder subjects. In specific support of the

subject of PE, it was argued that exams in PE are academically demanding for pupils and teaching staff, and that the subject offers a challenging area of study. Indeed, many students freely voice the opinion that their A-Level PE was not only the most enjoyable of their studies, but also the most difficult (BBC, 2008e), findings which may be seen to correlate with previous arguments put forward by PE academics supporting the worth of examination PE (Beard, 2002; Carroll, 2002).

Levels of pupil physical activity within 14-19 PE lessons

In the early 1990s, Fitzclarence and Tinning (1990) suggested that three themes remained unresolved and problematic in regards to the development of examinable PE among pupils and teachers alike, one of which was the place of physical activity within an examinable academic subject. It was anticipated that it would become increasingly likely that all PE at Key Stage Four would lead to accreditation, that is, all pupils completing PE-related qualifications during their core curriculum PE lessons (Macfadyen and Bailey, 2002). A decade later, Green (2008) found that in some schools the time allocated to GCSE PE replaced part (sometimes all) of curriculum PE. As a result, there was a concern that examination courses would inhibit the physical experiences of pupils (which he suggested is the major contribution PE makes to the whole educational process) “by having to conform to the requirements of a prescribed syllabus and assessment procedures” (Almond, 1989: 150). This would mean that young people would be required to spend more time in classrooms and less time being

physically active during their PE lessons, as much of the time spent on examinable PE is spent on theory rather than in actual sports participation (Capel, 2002; Green, 2008).

In this regard, PE teachers identified a number of problems with teaching examinable PE, including: ‘boring’ theory lessons involving too much writing that ‘puts the kids off’, not least because lessons often follow textbooks very closely to ensure that the requisite content is covered and by getting pupils to sit down, shut up and get on with the writing (Green, 2008; Salter, 2005). This reduced focus on practical sport participation in favour of a more theoretical focus, consequently made examinable PE “somewhat off-putting to practically oriented students” (Green, 2002: 34).

However, in this regard, Carroll (1990a: 145) has suggested that “there is no reason why the theory work should not be taught in a practical situation related to exercise or physical education”. Such a situation though may be seen to have occurred due to the modes of assessment utilized within academic PE qualifications. For instance, in Key Stage Five, the balance of theory and practical within A-Level PE is now effectively 80% theory and 20% practical. Similarly, with regard to GCSE PE, traditionally these qualifications have been assessed through a mixture of an examination and practical sports performance, which in more recent times has involved pupils taking on different roles such as performer, leader and official (Appendix 6.10). Currently, pupils are assessed through an examination worth 40% of their overall grade, with

their controlled assessment (across four practical sports performances) being worth 60% of their overall grade (Figure 11).

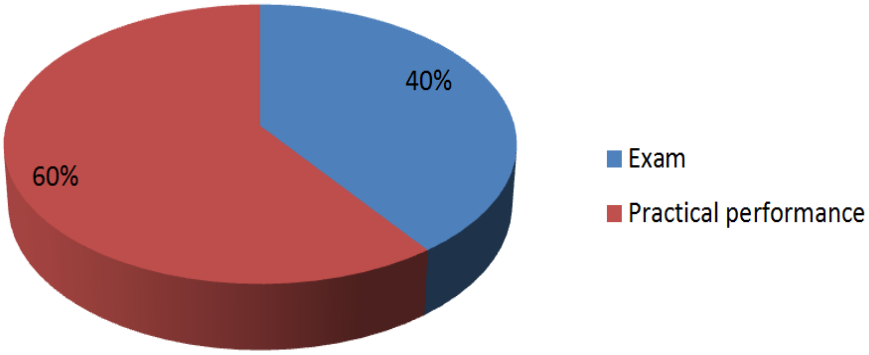


Figure 11: Current assessment structure for GCSE PE

[Sources: AQA, 2014; Edexcel, 2012; OCR, 2012]

In 2014, the Department for Education issued an updated version of the GCSE PE subject content framework. The new framework was designed so that GCSE PE qualifications "should equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being" (DfE, 2014b: 3). However, what is evident is that the new proposed structure for GCSE PE includes a greater focus on the final examination with a weighting of 70%, whilst the practical element of the course now only warrants 20% of a pupil's final grade (Figure 12).

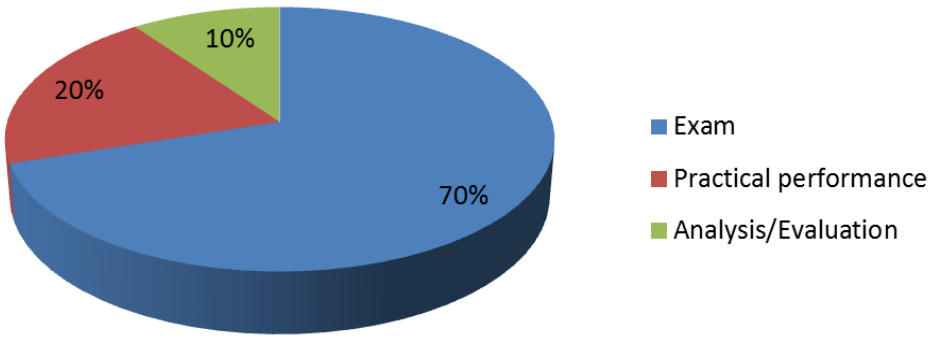


Figure 12: Assessment structure for new GCSE PE (2014)

[Source: DfE, 2014]

These changes to the GCSE PE subject content framework (see appendix 6.11) represents a further shift towards a focus on the theoretical aspects of the course, and a shift further away from a focus upon practical sports participation.

Such developments highlight a longstanding issue associated with the relationship between examinable PE and curriculum or core PE, specifically in Key Stage Four (14-16), in that with a focus upon 14-19 PE and the attainment of PE-related qualifications (which are often delivered in a classroom setting), then the focus of PE lessons can be taken away from physical activity, resulting in core PE being pushed to the margins (Green, 2008). In this respect, the National Association of Head Teachers (NAHT) (1999) argued that the promotion of qualifications in PE must not replace core curriculum PE time, as "the prospect of cuts in PE curriculum time would be a disaster for all pupils" (p31), especially in the context of contemporary trends evident in the lives of many young people, such as moves towards more sedentary lifestyles. This is what Green (2004) saw as a 'couch potato society' – which results in a move

away from leading active and healthy lifestyles (Grey, 2014; Richardson, 2013; SkillsActive, et al. 2008). Moreover, in view of the reduced amount of time spent participating in physical activity during PE lessons, government plans for increased levels of competitive sport in secondary schools could also be affected (DfE, 2010b; 2011c; Ofsted, 2014; Richardson, 2012b; Top Foundation, 2014).

Nonetheless, it has been argued that a commitment to compulsory examination courses in PE (such as the GCSE) can actually improve the practical performance of pupils (Stidder, 2001a). Stidder and Wallis (2003b: 43) highlighted that “research has shown that pupils who choose to follow PE at examination level as an option in Key Stage Four can expect to receive at least three hours of PE a week in secondary schools”. Ward (2004) reported that the unexpected leap in the number of pupils taking GCSE PE was widely welcomed by sports and health bodies, as they felt that such a trend could help address issues around child obesity and also boost Britain's future sporting record. However, such perceptions may be seen to demonstrate a lack of awareness of the content of these qualifications, and the delivery methods used in secondary schools. For instance, due to the assessment regimes utilized (e.g. examinations in GCSE and A-Level, and coursework in BTEC) an increasing amount of time in 14-19 PE lessons is being spent studying theory in a classroom or computer room. Subsequently, pupils are less engaged in practical activities during their PE lessons, thus reducing the opportunity to impact on issues such as child obesity, or to boost Britain's future sporting record.

On the other hand, it has been proposed that the content of the GCSE PE and BTEC Sport courses does increase the likelihood of students participating in lifelong activity, as first, they have displayed an interest in sport and participation through selecting the subject, and second, the theory content of the course will equip them with the knowledge necessary to continue with a physically active lifestyle (AQA, 2014a; Edexcel, 2012; OCR, 2012; Rink, 2010).

Impact of 14-19 PE on PE teachers

It has been suggested that “in the past, changes in public examinations and assessment procedures have only been peripheral to physical educationalists” (Carroll, 1990a: 137). However, with the development of PE within the 14-19 curriculum this is no longer the case. As a result, with the continued growth of accredited PE courses in secondary schools, it is important to consider the implications for PE teachers (Stidder, 2001b; Stidder and Wallis, 2003a; Tulley, 2005), especially as “examinations have meant physical educators have had to deal with a number of important and difficult issues over the last thirty years” (Macfadyen and Bailey, 2002: 101). In a different vein, Carroll (1998) wondered what the benefits of examinations have been for PE teachers. Thus, consideration of the implications for PE teachers from involvement with 14-19 PE is now be explored in more detail.

Benefits for PE teachers

Green (2008) noted that engaging with examinable PE gives PE teachers, on a day-to-day basis, “a chance to teach something more intellectually demanding and interesting” (p90), which can lead to “satisfaction and professional development” (Carroll, 1998: 349). On a practical level, engagement with 14-19 PE means that PE teachers are provided with the chance for financial gains, for example, by acting as moderators for examination boards, which would provide another source of income (Williams et al, 2010). What is more, over many years, involvement in examinations PE has also been seen to be a mechanism for the continual professional development of PE teachers e.g. attendance on training courses, involvement in examination moderation events, etc., which may be seen to develop their range of teaching abilities and subject knowledge (Carroll, 1994b), and in the longer term, potentially enhance their careers. For instance, involvement with 14-19 PE (and examination PE in particular), has meant that promotional opportunities within schools, such as moving up into a school’s senior management team (SMT), are more accessible for PE teachers due to attaining 14-19 curriculum-related experiences (Capel, 2002; Macfadyen and Bailey, 2002). Indeed, PE teachers themselves perceive there to be a direct link between teaching examinable PE and their employment opportunities, to the extent that they considered their career prospects (i.e. gaining promotion) “would be significantly hampered by not being involved in teaching GCSE or A-level PE” (Green, 2008: 90).

With the expansion of 14-19 PE provision in schools, PE teachers have seen a change in their teaching responsibilities and their day-to-day duties. Whereas historically, PE teachers were often required to deliver a 'second subject' in their schools (such as geography, maths, etc.), due to the principle that many of them did not have an adequate number of PE lessons to fill their teaching timetable, now with the need to offer both core NCPE lessons and deliver 14-19 PE qualifications, PE teachers can teach a timetable comprising only PE-related activities. This means that they are no longer needed to train for, or deliver, a second subject in their schools, a situation which has been seen to be more appealing to PE teachers, as they can solely focus their energies on teaching their subject (Capel, 2002; Macfadyen and Bailey, 2002).

Increasing workloads for PE teachers

The issue of burdensome workloads may be seen for some time to be an issue for all teachers, including PE teachers in secondary schools, and one which has been exacerbated due to their involvement with 14-19 PE. In autumn 2014 the issue of teacher workload hit the headlines again as the Deputy Prime Minister Nick Clegg launched the workload challenge for teachers. This initiative emerged as it was felt that there was a misguided impression that teaching is a career built on short days and long holidays, but in reality, teachers often talk about their working week of 50 hours or more (Sellgren, 2014). In this regard, the National Union of Teachers (NUT) conducted a survey with its members in 2014 and the results demonstrated the scale of the 'workload crisis' in schools.

Specific findings from the study revealed that: 90% of teachers had considered giving up teaching during the past two years because of workload, whilst 96.5% said their workload had negative consequences for their family or personal life. Consequently, one in 10 was actively seeking another job (Burns, 2014). Such findings led some teachers in the survey to comment that there was no such thing as work/life balance in this profession: "this isn't why I became a teacher"; "this isn't what I want for my family. It's not fair on the pupils, it's not fair on my wife or child and it's not fair on me" (Burns, 2014).

Stidder and Wallis (2003b) suggested that there was a real danger that, through teaching accreditation PE, PE teachers would have too much responsibility, which Beard (2002) highlighted was due to the principle that they took on accreditation PE "on top of already demanding and hectic work schedules" (p39). For instance, whilst the expectation often emanating from central government initiatives is that in spite of a period of an increasing academicization of PE (and all that it entails for PE teachers), at the same time there has been extra pressure for a greater emphasis on the practical aspects of the subject such as the provision of increasing amounts of competitive sport (DfE, 2010b; Williams et al, 2010).

What might be seen as an attempt to generate the 'best of both worlds' (i.e. PE teachers teaching both theory and practical PE lessons) – in practice means that they find themselves "having to meet a number of varying demands that place strains on all aspects of their time management" (Williams et al, 2010:

58). Similarly, in his work exploring the philosophies of PE teachers, Green (2001) found that in their local context, PE teachers were being required by their senior managers to carry on with their normal duties, including extra-curricular commitments, whilst also meeting the demands of teaching an academic subject (such as marking, administration and so forth).

A PE teacher involved in Green's study suggested that for their senior managers this was a win-win situation, meaning that they could 'have their cake and eat it' (Green, 2001). In such circumstances, teachers may be seen to be vulnerable to experiencing undue pressure (BBC, 2014; Bowers, 2004; Edwards, et al, 2007; Pishghadam, et al, 2014), which can lead to increased stress levels, burn out and low job satisfaction (Brudnik, 2009; Timperley & Robinson 2000), pushing some teachers to ultimately leave the profession (Coughlan, 2014). Of course, it should be noted that such an impact is evident for all teachers, in all subject areas, and not just PE teachers.

At this juncture, it should be pointed out that being involved in the delivery of core curriculum lessons, extra-curricular activities and the delivery of 14-19 qualifications is common place in many other secondary school subject areas, not just PE. However, although teachers of other subject areas, for example, Science teachers, will engage with core curriculum lessons in Key Stage Four Science (DfE, 2014), the delivery of qualifications both academic, e.g. GCSE Science (AQA, 2014b) and vocational, e.g. BTEC Applied Science (Pearson, 2014) and extra-curricular activities, such as science club, it is suggested that

PE teachers still find themselves in a somewhat unique situation. For instance, PE teachers will deliver core curriculum lessons in Key Stage Four PE (DfE, 2014a), academic qualifications, e.g. GCSE PE (AQA, 2014a; Edexcel, 2012; OCR, 2012) and vocational qualifications e.g. BTEC First Sport (Pearson, 2013) but whereas for other subject teachers the expectation is that they will contribute to extra-curricular activities perhaps running a weekly extra-curricular activity/club (Capel et al, 1995). Green (2005b: 99) notes that PE teachers are "commonly expected (as they always have been), without exception, to engage in both extra-curricular sporting activities alongside the running of school teams, after school and at lunch-times and many also at weekends". This represents a substantial workload not necessarily experienced by teachers in other subject areas. Indeed, a survey conducted by the National Association for Headteachers (NAHT) (1999) found that the increasing pressure of examination courses in PE had resulted in PE staff having extra-curricular pressures as well as those of marking homework and coursework.

Decreasing involvement with extra-curricular PE activities

The considerable time and effort required to plan, deliver and assess examination PE classes, which places extra burdens on PE departments, in addition to the other demands placed on PE staff has consequently brought about fears that school extra-curricular sports programmes may suffer (Green, 2001; 2008; Williams et al, 2010). Nearly two decades ago, Carroll (1998) wondered whether PE teachers could retain an involvement in recreational,

academic examinations and vocational activities, or whether they would “trip up trying to meet too many demands” (p350). In part answering this question, Macfadyen and Bailey (2002) mused that the pressure of teaching examination PE may necessitate a department to “relegate other traditionally important aspects of their work e.g. sport for all and extra-curricular clubs” (p91), which affirmed Carroll’s concerns that the provision of examination PE would take up a good deal of a PE teacher’s time, and this would affect the amount of time available for extra-curricular activities” (Carroll, 1998: 350).

However, decreasing extra-curricular activities in secondary schools (due to PE teachers being more involved with 14-19 PE), is somewhat being addressed via the use of sports coaches to cover extra-curricular activities that PE teachers do not have the time to provide (Green, 2001; 2008). However, such a development could create further issues for PE and PE teachers (Green, 2008). For example, the greater involvement in PE by sports coaches – or what are known in educational terminology as Adults Supporting Learning (ASLs) – might have a number of unintended consequences that even those PE teachers ostensibly in favour of their involvement would not be happy with, ranging from the de-skilling of PE teachers through to their partial or even complete replacement (Green, 2008). Moreover, concerns have been identified regarding the quality and focus of some of the delivery by sports coaches in schools, which can differ greatly from the approaches preferred by PE teachers. For example, whereas PE teachers focus on inclusion and participation by all in extra-curricular sport, sports coaches tend to focus on competition for the elite few (Green, 2008).

Increasing demands on PE teachers' subject knowledge

In further exploring the impact on PE teachers of engagement with the teaching of PE-related examination courses (GCSE and A-Level) and vocational programmes (e.g. BTEC Sport), it has been highlighted that the skill set required of a contemporary PE teacher is completely different to that of only ten years ago. This is because "the twenty-first century PE teacher has a very different role compared with their twentieth-century counterpart" (Stidder, 2015: 151). Specifically, it is evident that PE teachers are required to have a different level of subject knowledge, especially in relation to the diverse range of theoretical areas and disciplines included in course specifications (which is evident from an inspection of the content of associated textbooks) such as: sports psychology, exercise physiology, sports history, biomechanics, sports sociology, health and safety – to name but a few (Harris et al, 2006; Honeybourne et al, 2004; Macfadyen and Bailey, 2002; Scott, 2001; Stafford-Brown, et al, 2003). In this respect, Capel (2002) has suggested that it is wrong to assume PE staff will automatically have the experience and knowledge to teach examination courses effectively. PE teachers in secondary schools may also be seen to lack relevant experience of the sport and leisure industry which is needed to underpin their teaching within 14-19 PE qualifications (Skills Active, 2008). School PE teachers are commonly physical education trained, meaning that their educational experiences involve them moving from school, to college, to university, and then straight into their teaching careers, resulting in

most having little experience in any industry except teaching, let alone the recreation and leisure industry (Burgess and Rodger, 2010).

The provision of 14-19 PE and the development of adequate levels of subject knowledge may be seen to be a particular issue for training PE teachers (Capel and Katene, 2000). In this respect, Stidder and Wallis (2003b: 46) highlighted that “the repertoire of skills that many new entrants to the profession must now possess include the ability to deliver examination courses and other accredited awards in PE”. However, in evaluating the experiences of PE teachers during their Initial Teacher Training (ITT), Stidder and Hayes (2002: 45) found that “80% of trainees felt confident in teaching theoretical aspects of GCSE PE, whilst 61% of PE trainees did not feel adequately prepared to teach the theoretical aspects of A-level PE, after completing the statutory thirty two weeks of school-based placement”. In explaining such deficiencies, it has been reported that although more teacher trainees are gaining experience of teaching the theoretical components of examinable PE, there remains an unwillingness on the part of schools to provide teaching experiences for trainees where examination classes (particularly for A-Level PE) are concerned (Green, 2008). Hence, it has been suggested that in order to appropriately prepare trainee PE teachers (and all PE teachers in the future) for their role in teaching the 14-19 PE curriculum, the adequacy of their subject knowledge developed through their ITT and their continual professional development (CPD) should be considered (Golder, 2010; Grout and Long, 2009; Tindall and Enright, 2013).

The changing role of PE teachers

In summary, it may be seen that alongside the emergence and development of 14-19 PE in secondary schools, there has been a change in the role of PE teachers in secondary schools, in that their role has been moved from the playing fields and gym into the classroom (Green, 2008; Stidder and Wallis, 2003b). This means that the subject of PE has moved from its roots in military exercise (drill), through to recreational opportunities for pupils to let off steam, and to a statutory National Curriculum for Physical Education (NCPE) for all pupils aged 5-16 and now onto the provision of accredited courses in the subject for 14-19 year olds (Bailey et al, 2008; Capel, 2002; Macfadyen and Bailey, 2002). Consequently, PE teachers are now less involved in the teaching of practical physical activity both within their PE lessons and also extra-curricular activities, and more involved in the delivery of the theoretical elements of examination PE, quite often delivered in a classroom (Green, 2008). As a result, issues have been seen to arise for PE teachers, as they are increasingly required to teach in a classroom, something they may not have been trained to do during their initial teacher training, and which they can thus find quite challenging (Capel, 2002). Myers (2010) found that PE teachers were extremely resourceful and innovative in practical work, but restricted and unimaginative in the classroom. Accordingly, it is suggested that PE teachers may need to consider their approach to teaching in a classroom. Advice in this regard is offered by Grout and Long (2009), who suggest that PE theory lessons (often delivered in classrooms) should be: imaginative; topic-specific; utilise a variety

of teaching materials and resources; and use a variety of teaching methods. In reality:

> "classrooms provide a new set of dynamics and problems with which the teacher will need to become familiar, and teaching the theoretical aspects of a course will be somewhat novel to the teacher more used to the sports hall or field".
>
> (Macfadyen and Bailey, 2002: 99)

Interestingly, whilst Stidder and Wallis (2013) have noted that in the general context of increasing externally accredited courses in PE for 14-19 year old pupils, there is a growing support amongst PE teachers at an unprecedented rate, more specifically, in relation to increasing classroom-based teaching. Indeed, it has been noted that for some PE teachers, they welcomed the opportunity to deliver within the classroom as opposed to the more traditional PE settings (Green, 2001).

Summary

This chapter began with an examination of the emergence and development of PE within the 14-19 curriculum, and was followed by an examination of the

outcomes of this. In this review, 14-19 PE was seen to emerge and develop in various contexts. For example, the low status of PE and PE teachers; the process of the academicization of PE; the influence of individuals and groups, at a local level (such as Headteachers, Heads of PE, pupils and their parents) and a national level (through government policy). As a result of these factors, there had been a growth, indeed explosion, of PE-related qualifications in English secondary schools over the last four decades, which was welcomed by many in the PE profession, but by no means all.

In regard to the outcomes of 14-19 developments, there had been impacts for both pupils and PE teachers. For pupils, there has been an increase in their engagement and inclusion through 14-19 PE, although inequalities between boys and girls have, and still, exist. It has been argued that 14-19 PE allows pupils to develop transferable skills, which opens up pathways for them beyond school into employment or further study. However, it has also been observed that the amount of physical activity they experience in their PE lessons has been reduced, which could have health and fitness implications for them.

For PE teachers, it has been suggested that there are benefits to be had from the development of 14-19 PE such as increased job satisfaction, opportunities for professional development and promotion. However, a number of challenges have also been observed, especially in relation to their increasing workload, which has resulted in a decrease in their involvement with other activities such as extra-curricular PE. Subsequently, there has been a change in the role of PE

teachers in secondary schools, as they have moved from the playing fields and gym into the classroom.

Research aims

On the basis of the findings from previous research, and reviewed within this chapter, emergent themes (issues) became evident from which research aims were identified. As a result, the present research study was guided by the following research aims:

1) Examine what PE teachers perceive to be the processes shaping the development of the 14-19 PE curriculum in English secondary schools.

2) Explore what PE teachers perceive to be the impact (outcomes) of the development of the 14-19 PE curriculum for the subject of PE, for their pupils and for themselves.

CHAPTER 3 - THEORETICAL FRAMEWORK

The relationship between theory and research tends to be either inductive or deductive in nature. With inductive approaches, research does not start with a theory but instead theory is an outcome, emerging from the data. With deductive approaches, research starts with a theory which guides the researcher who is focused on testing out the theory (Bryman, 2008). This study used an amalgamation of both inductive and deductive approaches to research. Whilst the methods were informed by the spirit of grounded theory, the applicability/usefulness of figurational sociology (and its key sensitising concepts) were also tested. Such an approach meant that, when analysing the data, there was a combination which allowed, in the first instance, for the data to speak for itself and for themes to emerge (as is evident in grounded theory research), whilst being sensitive to themes that threw light on the key sensitising concepts from figurational sociology, such as processes, networks, power-relationships and outcomes.

When adopting an amalgamation of both inductive and deductive approaches, the researcher has to be mindful not to force the data into preconceived concepts, rather than allowing concepts to emerge from the data (Holt et al,

2012). Therefore, it is suggested that sensitizing concepts, such as in figurational sociology, remain in the background until they become relevant for analysis (Charmaz, 2006). Such principles were adhered to within this study in that, in the spirit of grounded theory, themes emerged which were *grounded* in the data generated through the 52 interviews completed, and then a figurational perspective (theory) was used to provide sensitizing concepts with which to understand and interpret the emerging themes (see Chapter Six).

The usefulness of a figurational perspective

When conducting sociological investigations, theoretical frameworks, also known as sociological perspectives, are utilised to frame analyses. Theory is important to the social researcher because it provides a framework within which social phenomena can be understood and the research findings can be interpreted, as researchers relate their observations to explanatory connections (Bryman, 2008). There are numerous sociological perspectives that could be utilised as a conceptual / theoretical framework for research. These include, functionalist, symbolic interactionist, Weberian, figurational, post-structural and critical theoretical perspectives to name but a few of the more prominent ones. As mentioned, within this study the theoretical framework that was utilised, in order to 'make sense' of the theories generated from the data (in the spirit of grounded theory), was figurational sociology.

The main reason for the selection of figurational sociology was that, in many respects, it represents a synthesis of all that is good in, and has endured from, many of the other perspectives (in terms of concepts and analyses), melding ideas on structure and agency, networks of interdependence, power and power ratios, outcomes of social interactions, and so forth, into a coherent whole (Hagan, 2012; Landini, 2013). Furthermore, upon reviewing the literature for this study (see Chapter Two), it became evident that among the relatively few studies previously conducted on examinable PE, a figurational sociological perspective was prominent (see, for example, Green, 2001). Indeed, several studies have illustrated how a figurational perspective can be usefully applied to the subject of PE in schools. For example, figurational sociology has been used as a framework within which to locate a greater sociological understanding of PE teachers and their philosophies (Green, 2000; 2002; 2008), to explain why secondary PE teachers' engagement with health related exercise is often limited (Alfrey et al, 2012); as well as exploring the interdependencies between student teachers, mentors, peers and university tutors during PE initial teacher training (Velija et al, 2008).

A figurational sociological perspective involves a consideration of concepts such as social processes, habitus, interdependent networks and power relations, and outcomes of social processes (both intended and unintended). More specifically, this study attempts to explain how 14-19 PE may be seen to have developed through processes, and through networks and associated power relations, which led to intended and unintended outcomes for the subject of PE, PE teachers and pupils in English secondary schools.

Figurational sociology is a research tradition in which thinking about single individuals or about humanity and society as static givens should be avoided. Instead, the proper object of investigation for a sociologist would always be figurations (i.e. evolving networks of interdependent humans), and their long-term transformation, as its unit of analysis (Hagan, 2012; Landini, 2013). Therefore, when conducting figurational investigations there is a need for an understanding of the dynamic, emergent, interdependency ties which both constrain and enable social interactions between individuals and groups of individuals (Bloyce, 2004; Landini, 2013).

Alfrey et al (2012) suggest that “an understanding of figurational sociology can aid one’s appreciation of the complex and sometimes invisible chains of interdependence that characterise the personal, local and national levels of the ‘education figuration’” (p364). Further, Green (2006) stresses the interconnected aspects of broader social phenomena: the thoughts and behaviours of interdependent people (PE teachers) “are heavily circumscribed, not to say constrained, by their habituses (both individual and group) and by broader social networks with other teachers, governors, parents, the Department for Education and Skills, OFSTED, and so forth” (p652).

In this vein, several figurational sensitizing concepts, including social processes, networks, power and power ratios and intended and unintended consequences

of social interactions, appeared to have potential within this study to help in making sense of (i) the social processes (interactions) of networks of interdependencies (figurations) involved in the development of the 14-19 PE curriculum, and (ii) the outcomes (consequences) of the interactions within these networks, both intended and unintended (that are planned and unplanned), for the subject of PE, teachers of PE and their pupils in secondary schools.

Having justified the selection of a figurational perspective for the analysis of the emerging themes emanating from the data within this study (in the spirit of grounded theory), the following section explains the key sensitizing concepts of figurational sociology in a little more detail.

Key sensitizing concepts of figurational sociology

Figurational sociology, or as it is sometimes called, process sociology, has grown out of the work of Norbert Elias (Dunning et al, 2004; Murphy et al, 2004). Landini (2013) points out that there are two interrelated principles that can be understood as the core of a figurational perspective: first, all individuals are located in, and can only be understood in relation to the networks of social relationships (figurations) that they are inevitably bound into. Second, all social phenomena have to be understood as processes, as figurations are continually in flux undergoing changes that are largely unplanned and unforeseen. Hence,

figurational sociology is an approach which is concerned with studying social processes over time, emanating from social interdependencies (figurations): networks or groups of individuals who are bound together and who interact with one another. Further, this perspective traces the emergence, maintenance and breakdown of chains and networks of interdependence, emergent power relationships, and unintended side-effects of social interactions (Depelteau and Landini, 2013; Dunning, 1999; Newton, 2006). Put simply, a figurational perspective begins with an individual or group then maps the surrounding, constantly changing figuration of which they are a part (Roberts, 2009).

In the present study, analysis of the emerging themes from the data focused upon the development of 14-19 PE in secondary schools in terms of the individuals and groups bound together and who interacted with one another, in emergent power relationships, and the attendant intended / unintended side-effects. With regard to figurational sociology, it should be noted that the concepts within this perspective interlink with each other, so that it is difficult to grasp adequately any single one or subset of them without attending to their interrelationships with the others (Van Krieken, 1998).

However, whilst being mindful of this principle for the purposes of this chapter, and for the purposes of analysis, the key concepts presented by figurational sociology are now subdivided and in turn, explored in detail.

Networks of interdependencies (Figurations)

As the name denotes, figurational sociology is concerned with figurations or networks of interdependency; that is structures of mutually oriented and dependent people interacting with each other to make up what one would call society. In this respect, people are inevitably and always interdependent. In this regard, Murphy et al (2004) observed how people exist in and through their relations with people, and not in social isolation. Thus, the concept of figurations is intended to convey the idea that sociology is concerned not with *homo clausus* (which is 'enclosed, locked humans', or 'the closed person'), but with *homines aperti.* This is an image of humans and their societies consisting of 'open people', who are dependent on, and interdependent with, other people throughout their lives, and therefore interact with other individuals, groups, organisations, or social institutions. This means that humans are not isolated individual actors, but part of pluralities of interdependent individuals, who are fundamentally orientated towards and linked with each other in the most diverse ways, bonded together in dynamic constellations (Figure 13), and who exist together in groups (or networks) which are complex, ever-changing and shifting, as they interact together and thereby influence each other (Dunning and Hughes, 2013; Goodwin and Hughes, 2011; Landini, 2013).

Schools, as an example, are self-evidently a form of figuration, a form of interdependence, in that schools consist of networks of interdependent people, which amount to large, complex and dynamic figurations of interdependent

people and groups. At the local level, the schools themselves, these groups or networks take a variety of forms. For example, teachers and pupils in a classroom will make up a figuration. At a wider regional level the larger networks or figurations that constitute each school are also inevitably part of wider networks involving other schools in the region.

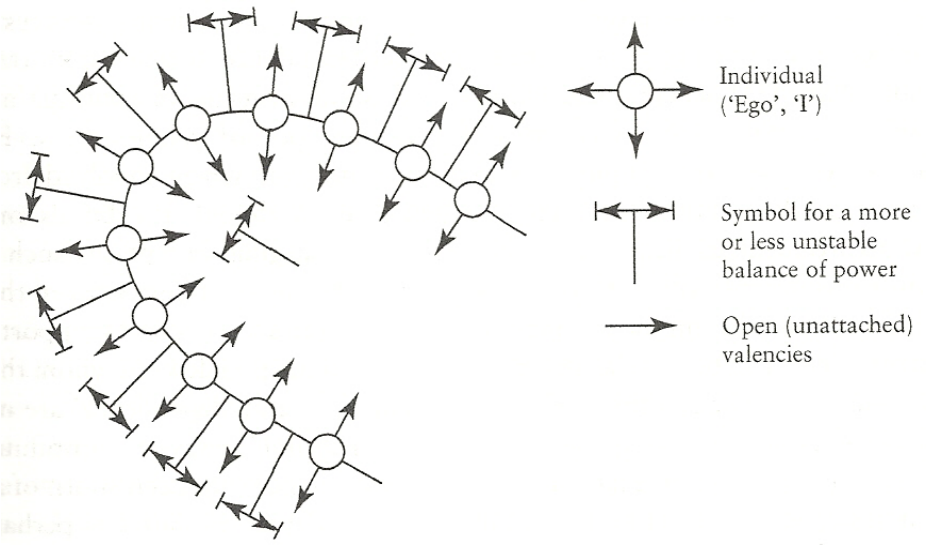


Figure 13: A visual representation of a figuration of interdependence

[Source: Dunning and Hughes, 2013]

PE teachers' thoughts on PE are influenced by those around them. Alfrey et al (2012: 367) suggest that "teachers' day-to-day practices can be influenced by the pupils they teach, their past and present colleagues, and senior management and policy makers, amongst others". All in all, as Green (2008: 24) highlights "it is impossible to understand developments in policy and their effects upon practice in PE, except in relation to the various networks of

individuals and groups with whom physical educationalists are unavoidably interdependent".

With regard, to figurations as a sensitizing concept for the present study, consideration was given to an exploration of whether and how the networks of social relationships, past and present, impacted upon the development of 14-19 PE, and, in particular, the kinds of interdependencies found in secondary schools between senior managers, teachers, pupils and their parents. A figurational perspective focuses on the study of processes of social development and transformation within social networks. When conducting sociological research, it is suggested that researchers should think in terms of relationships. Put another way, researchers need to start from the connections between people and work from them. Linked to this, Van Krieken (1998: 67) puts forward that "we can only understand and explain any given sociological problem if it is seen as the outcome of some long-term process of development". Put another way, if we want to examine why something is the way it is, we have to understand what came before, its history and how it developed over time. Within the present study there was a focus upon the developmental processes emanating from the interaction between individuals and groups concerned with 14-19 PE in secondary schools (or what may be termed the '14-19 PE figuration'), which were seen to have shaped the development of the 14-19 PE curriculum over time.

It is suggested that a consideration of *networks of interdependence* is important, as such an approach provides a more adequate picture of the complexity of human interrelationships, in that, social developments are the outcome of a process of constant and continual refinements, by many people, over many years. Therefore, with an awareness of such processes, researchers may be able to start to understand social issues, such as the development of 14-19 PE in secondary schools, because for example, they will be sensitised to the ways in which the attitudes and behaviours of individual PE teachers need to be understood in terms of their dependence upon significant others. Consequently, in the present study consideration was given to the interdependency ties between individuals and groups of individuals, within the 14-19 PE figuration. Attention was given to the individuals and groups of individuals involved in 14-19 PE in secondary schools (such as senior managers, Heads of PE departments, PE teachers and their pupils), and their impact on the development of 14-19 PE.

Social processes

A figurational perspective sees social life as having an inherently processual character, as each human individual is a process, and the interweaving of people's actions leads to the emergence of broader social processes which develop out of the interweaving of the actions and plans made by many people over time. Thus, social life can be understood as having arisen from long-term, historically rooted, processes of development. This means that the social world

we are a part of is inherited from previous generations and then modified and passed on to future generations (Dunne, 2009; Dunning and Hughes, 2013; Landini, 2013). Therefore, in regard to this study, this means that an understanding of the development of 14-19 PE in secondary schools must be placed within an historical context of the emergence of 14-19 PE (or what has previously been called examinable PE) within secondary education over time. For example, it has been proposed that the subject of PE in secondary schools has been impacted upon by the long term process of the *academicization of education*. In other words, that over time, there has been an increasing emphasis on academic knowledge, which leads to the prioritization of the attainment of academic qualifications such as GCSEs and GCEs (A-Levels) by young people. Such a process has been seen within the subject of PE through what has been termed the *academicization of PE* (Green, 2001).

According to Penney and Evans (1991), *processes* have to be examined if practices, in areas such as PE, are ultimately to be both understood and explained. In order to explain the development of 14-19 PE in secondary schools, we must make sense of the historical and the current context of education, in general and PE in particular. We can only really begin to appreciate the present if we have a grasp of *how things have come to be* (Murphy et al, 2004). In this regard, Green (2006: 657) observed that “whether they realise it or not, whether they like it or not, physical education teachers are caught up in broader unplanned social processes….over which they have little control but which may constrain their work in important ways”. For example, “they are heavily immersed in wider professional processes, such as the

academicization of (nominally) practical subjects such as physical education", which means that "the upshot of these processes is that physical education teachers frequently feel themselves compelled to do things – such as develop….examinations in physical education - and have to find some way (frequently retrospectively) to justify their actions" (Green, 2006: 657). In the same vein, Alfrey et al (2012) observed that a range of interdependent processes, such as historically rooted concerns, and the marginalization of health-related exercise (HRE), are contributing towards PE teachers' limited engagement with HRE, which was "arguably an unintended consequence of [their] interdependencies with others in the education figuration, and the subsequent pressures upon them to meet academic (such as exam attainment), professional (such as coaching awards) and student sports performance-related targets" (p375).

Importantly, it is suggested that when exploring social processes we should not see things in simple terms, but rather there is a need to recognise the complexity of processes within social interactions, because issues in societies are complex, multi-faceted and not simply linear processes (Dunning, 1995). For example, Green (2008) points out that processes such as education are socially constructed and, as a consequence, are complex processes. This is because the very complexity and dynamic character of the interweaving of the actions of large numbers of people continuously give rise to outcomes that no one has chosen and no one has designed (Dunne, 2009; Murphy et al, 2004). Therefore, within this study, no simple, or single, causes were looked for in explaining the development of 14-19 PE, but rather there was an appreciation of

the complex nature of such developments within the subject of PE in secondary schools.

In summary, put simply, social life is a process, and individuals and groups can only be properly understood as existing over time in a constant process, which is constantly moving and constantly changing (Dunning and Hughes, 2013; Landini, 2013; Loyal and Quilley, 2004). Hence, analysis of the data within this study applied this figurational concept by focusing on the processes leading to the development of 14-19 PE, emerging out of the interweaving of the intended actions and plans made by many people.

Power and Power relations

It is suggested that in attempting to understand the social interaction of networks of interdependency, it is necessary to introduce the concept of power. This is because “power is as central to an understanding of human relationships at all levels, as energy is to an understanding of physics” (CRSS, 1996b: ii). Therefore, an awareness of the impact of power relations is a cornerstone of figurational analysis, as networks of interdependence always involve relations of power (Dunning and Hughes, 2013). Consequently, in order to assess social developments (such as the development of 14-19 PE) one must examine the actual nature of power relationships. This means that for figurational sociologists, their attention is focused on power struggles and the dynamic

inter-change between the various power groupings involved, and on how this links up with the wider network of relationships. In this regard, within the present study consideration was given to the power relations (or what may be termed power balances or ratios) between the individuals and groups of individuals involved in 14-19 PE in secondary schools (the '14-19 PE figuration'), and the impact that these (dynamic and often unequal) balances of power had on the development of the 14-19 PE curriculum.

From a figurational perspective, all human relationships (figurations) are characterised by power balances of many sorts, as power is a necessary property of *all* social relationships, and is central to *all* patterns of interdependency. This is because throughout life, people depend on others for things they need, and this simple fact means that power ratios are a feature of *all* human relationships (Dunning and Hughes, 2013; Goodwin and Hughes, 2011). A defining feature of social processes, between individuals and groups of individuals within networks of interdependency, are the ever-shifting, fluctuating power relations and, in particular, power balances or power ratios. Power balances move to and fro, over time. Social networks inevitably reflect, therefore, the power struggles and the converging and diverging interests of the parties involved (Dunning and Hughes, 2013). In this respect, and in relation to the focus of the present study, it is suggested that PE teachers are inextricably bound into power relations with a wide range of people and groups, both near and far, including parents, pupils, Headteachers, local education authorities, government ministers, governing bodies of sport and even the media (Green, 2008). Education alone consists of a network of people involved in various

aspects of policy and practice, who exercise different degrees of power and influence at various times and in various places. For example, it is recognised that considerable power is vested in the hands of individual educational institutions, such as schools, but with strong steering mechanisms (e.g. funding, targets and inspection) operated by central government (Hodgson and Spours, 2004).

Dependency and interdependency mean that power relations are never remotely one-way, power is not an amulet possessed by one person and not by another. Thus, no group is entirely powerless. Indeed, all parties in a relationship have a degree of power, and though one party may have more power than the other(s), no one party ever has *all* the power, nor is any party ever *completely* powerless. Even the most powerful groups are constrained by other groups, indeed, the attempts of people or groups to express their power are often impeded by the actions of less powerful groups (Dunning and Hughes, 2013; Murphy, 2008). In the case of the present study, developments within the 14-19 PE curriculum are unlikely to emanate from the desires of one 'all powerful' group (such as Headteachers). Rather, the policy and implementation of 14-19 PE is almost inevitably bound to involve negotiation between various people and groups with a vested interest in the topic.

That said, power relations are almost invariably unequal, as people are usually not equally dependent on each other. This means that people, or groups of people, may be more or less influential in the processes of policy development

and implementation, even the most influential people do not, indeed cannot, act wholly independently of others (Bloyce, 2004; Landini, 2013). A feature of the relationship between governments and teachers in respect of policy implementation, for example, is that less powerful groups can mediate the goals of more powerful groups. Although governments and policy makers may have in mind how a policy should be interpreted and delivered, it is in fact teachers who interpret and deliver policy 'at the chalk face', in a manner that best suits themselves and their pupils. Thus, when policy is implemented in schools by teachers, it may not be an exact replication of the policy devised by government, as teachers may put their own angle on its delivery, perhaps based on the needs of their particular pupils who live and are educated in their unique social setting (Green, 2008).

Accordingly, Hodgson and Spours (2004: 5) point out that "underlying all analysis of education policy and the policy-making process from the 1970s onwards, unsurprisingly, has been a discussion of the role of power and its distribution". Indeed, Green (2008: 27) points out: "recognising and appreciating the particular ties between people and groups – and the power relationships associated with these – is fundamental to understanding policy formation and implementation". Therefore, in analysing the data from the present study, consideration was given to an examination of the fluctuating power relations within the networks of social relationships, past and present, impacting upon the development of 14-19 PE in secondary schools.

Intended and unintended consequences

It is suggested that when conducting figurational investigations it is important to consider how outcomes (consequences) come about through the actions of individuals and groups who have varying degrees of power with which to influence social developments. Social figurations (or networks of interdependencies) are complex and dynamic structures. Within such structures actions are generated through the social interactions of the dynamic, power-based, historically-rooted interdependent networks of individuals. These actions have an outcome or consequence, whether intended or otherwise and, “like the effect of a stone dropped into a pool, the consequences of people’s actions ripple outwards through society” (Mennell, 1998: 258). Some consequences are intended (planned) and anticipated, while others are unintended and unforeseen. Indeed, it is almost inevitable that long-term developments taking place in human figurations have been and continue to be largely unplanned and unforeseen (Dunning and Hughes, 2013; Landini, 2013; Murphy, 2008). Hence, social processes are:

> “a combination of intended and unintended [planned and unplanned] consequences which were themselves the result of the interweaving of the actions of large numbers of people in growing networks of interdependency”.
>
> (Bloyce, 2004: 88).

The notion of intended and unintended outcomes or consequences of social processes is apparent when one considers the process of the implementation of educational policy. As such, its very complexity often leads even powerful groups to engage in relatively uncoordinated and inconsistent activities generating a range of unforeseen consequences. Inevitably therefore, education policy rarely follows a neat, rational model of change, and the outcome of policy is frequently something that no party ideally wanted, intended or anticipated, and almost certainly will have unintended consequences (CRSS, 1996a), or as Murphy (1996b: 95) puts it “unforeseen side-effects” and “deleterious consequences”. In this regard, Green (2008) points out that the implementation of educational policy is never straight-forward, meaning that unplanned outcomes are an inevitable feature of the policy process.

For this reason, in analysing the data within the present study, consideration was given to an investigation of the outcomes of the development of 14-19 PE (both intended and unintended), specifically in relation to the subject, PE teachers and their pupils in secondary schools. Moreover, it is proposed that it would be incorrect to try to explain social events simply in terms of intended actions and plans. Therefore, the emphasis should be on unplanned processes (Landini, 2013). Specifically, this means that the consideration of unplanned, unintentional developments of human interactions is one of the core foundations of figurational sociology (Dunne, 2009; Dunning et al, 2004). Hence, within the present study, whilst attention was given to what PE teachers perceived to be

intended (planned) outcomes of the development of 14-19 PE, for their subject, for themselves and their pupils, attention was also given to ascertaining the unintended (unplanned and unforeseen) outcomes resulting from the interactions of those within the ‘14-19 PE figuration’.

CHAPTER 4 - METHODOLOGY AND METHOD

In this chapter, the research methodology design and methods are explained. This includes a detailed exploration of the use of interviewing, and a justification for the selection of the participants in the study. Specifically, this study focused on the generation of data through the completion of one-to-one semi-structured interviews with 52 PE teachers, from 22 schools, in the north-west region of England. Finally, the use of grounded theory, in a practical sense, is outlined.

Research Design

This study was qualitative in nature. Qualitative research is primarily concerned with the explanation and understanding of phenomena, focusing on discovering how and why. It attempts to produce a deeper understanding and appreciation of the circumstances and context of people's lives, through the exploration of meanings and interpretations. Qualitative research endeavours to capture qualities that are not quantifiable, such as views, feelings, thoughts and experiences (Bryman, 2008; Flick, et al, 2005; Ryan et al, 2009). In this respect, this study focused on obtaining a detailed insight into the perceptions of PE

teachers regarding developments in the subject of PE within the 14-19 curriculum.

Within this qualitative research study, a grounded theory research design was utilised in both the generation and analysis of the data. This approach has become firmly associated with qualitative research and the generation of qualitative data. Grounded theory is an inductive approach. In other words, it is a means of building theory from the ground up. Thus, on the basis of empirical research (in the case of this study on the views and opinions of individuals, such as PE teachers), explanatory theories are said to emerge from the data collected via a process of constant comparison (Charmaz, 2006; Denscombe, 2007; Roberts, 2009). In this process, a researcher using grounded theory moves from the raw data into the analysis of data and finally the production of a grounded theory, in order to provide “an abstract theoretical understanding of the studied experience” (Charmaz, 2006: 3). In grounded theory, the researcher starts with an examination of the data, breaking it down into discrete parts and comparing it for similarities and differences, in order to develop categories and sub-categories. Key explanatory concepts and theories can then gradually and inductively emerge from this process (Connelly, 2013; Holt et al, 2012).

Within this study, the concepts and theories formulated centred around PE teachers’ perspectives of (i) how 14-19 PE has developed (e.g. the processes involved); and (ii) how developments in the 14-19 PE curriculum have impacted

upon the subject, the deliverers (PE teachers) and the recipients (pupils), for example, intended and unintended outcomes.

Research Method

Interviews were selected as the research method. When using interviews, researchers need to follow a series of steps, including: deciding on the type of interview to use, designing an interview schedule, selecting participants, organising facilities, checking and testing recording equipment, and conducting the interviews following appropriate protocols (Beck and Manuel, 2008). Within this section more is said about each of these steps.

Interviews

It has been suggested that the simplest way to find out information from someone is to ask them (Bryman, 2008). This is particularly significant when the researcher wants to glean people's perceptions regarding not only the how and the why but also the significance of events or situations (Mears, 2012). For this study, it was decided that face-to-face discussions through the medium of one-to-one semi-structured interviews would be used. Such an approach to data collection was chosen as one-to-one interviews (as opposed to group interviews, which are considered in more detail later) provide an opportunity for

the researcher to effectively explore, in depth, the perceptions of individual participants without interruption, influence or consideration of the contributions of other participants, as can be evident in group interviews (Bryman, 2008; Roberts, 2012). A semi-structured interview format was used, as such an approach allows for the coverage of pre-set themes, as set out in the questions used within the interview schedule (Appendix 3), but at the same time, also provides the flexibility to probe and explore, in greater detail, the responses provided by the interviewee.

Interviews focus on examining participants' *emic*, or insider perspective, and can thus aim to provide a deeper understanding of what a person thinks, their attitudes, beliefs, feelings, perceptions, anxieties, and views. It is suggested that interviewing permits an in-depth exploration of a particular topic or experience with a person, who has had the relevant experience and is as a result, able to *shed light on it*. As such, interviews have the potential to provide 'rich data', allowing for greater detail than is the case with other methods of data collection, for example, a written questionnaire, as interviewees often provide more detailed answers when in conversation (Arthur et al, 2012; Beck and Manuel, 2008).

Within qualitative research, semi-structured interviews are often used as such a method can also provide a flexible approach to data collection by, for instance, probing for more information with subsidiary questions. It is suggested that the flexibility of the semi-structured interview is one of its greatest strengths,

because depth and richness of data may be achieved as ideas and issues emerge during the interview as a result of prompting and probing, via the use of follow-up questions, whereby the interviewer is able to ask additional questions that follow up interviewees' replies (Cohen et al, 2007; Denscombe, 2007). Via semi-structured interviews, the researcher can furthermore explore paths that emerge during the interview that may not have been considered in the drafting of the original interview schedule (Berg, 2009; Roberts, 2009; Wilson, 2012). In the present study, a range of probing questions were clearly set out - in a blue shaded box - on the interview schedule (Appendix 3).

Interviews normally take the form of either a group or an individual one-to-one meeting. Group interviews can provide a number of advantages, such as: the ability to explore the views of a number of participants together, which takes less time, and the opportunity to provoke discussion between the participants, which can prompt further responses to comments raised (Bryman, 2008; Roberts, 2012). However, limitations of group interviews are also evident, for example, dominant characters can monopolise and take over the discussions minimizing the contributions of others, and participants can influence the responses of others (Bryman, 2008; Cohen et al, 2007). For instance, if the PE teachers had been interviewed alongside their managers, the responses given by, for example, an Assistant Headteacher (who has senior standing in a school) could have impacted upon, influenced, or even changed the responses provided by the teachers. In light of such limitations, and the detrimental effect these can have on the quality of data collected, the decision was taken to

conduct interviews with the participants on a one-to-one basis in the present study.

All research methods have advantages, as well as disadvantages, and as such, one needs to be aware of the shortcomings in any research method utilised. It is important to note therefore, that there are a number of potential issues to keep in mind when utilising interviews as a means of data collection. One such issue is the interviewer him or herself (Cohen et al, 2007; Sparkes and Smith, 2014). The interviewer needs to reflect upon his/her intuitive biases and underlying values in both the construction of an interview schedule and the conduct of interviews. Specifically in regard to the process of conducting research (particularly qualitative research) into physical education, Green (2006) identifies that issues of involvement-detachment are particularly pertinent, for much research into PE tends to involve (ex-) physical educationalists, which can be a problem in terms of the "particularly deep attachments to sport and physical activity physical educationalists (including the researchers) are likely to have developed" (p658). There is a potential for researchers with a PE background to produce biased, unbalanced research relating to *their subject*, whereas, what is required is a "principle of detached, constructive, critical appraisal not a dutiful acceptance of the presented standpoint" (CRSS, 1996b: v). Therefore, it is suggested that 'open mindedness', that is, a balance of emotional involvement and detachment needs to be present in effective sociological examinations (Murphy et al, 2004). This means trying to maintain an appropriate level of involvement with social issues, whilst maintaining a degree of detachment when conducting sociological observations.

When conducting interviews, the interviewer should never suggest an answer, show agreement or disagreement with a response, or offer comment or judgment on the answers to questions, and their views should not be apparent to the interviewee (Bryman, 2008; Ryan et al, 2009). Such principles were important within this study, as during the interviewing process participants would often actively seek the views and opinion of the researcher in relation to the matters being discussed. On all occasions such requests were respectfully declined, in order to avoid bias from the interviewer.

A further advantage of one-to-one, face-to-face interviews is that this method allows for privacy, without interference or influence from others, which in turn can create an environment that generates open and honest responses. In order to create an environment where participants are comfortable and thus more willing to be 'open' in their responses, it is desirable for the interviewer to establish rapport and build trust, and to strive to put the participant at ease and provide reassurances that their views are valuable and useful (Bryman, 2008; Sparkes and Smith, 2014). Within this study, in order to establish trust, participants were assured that appropriate steps would be taken to ensure the anonymity and confidentiality of their responses.

Another advantage of one-to-one interviews is that researchers are able to witness and interpret non-verbal cues through observation of body language,

tone of voice used, facial expressions and eye contact, which can enhance the interviewer's understanding of what is being said (Ryan et al, 2009; Wilson, 2012). Within this study, such observations were recorded during the interviewing process by inserting written comments onto the paper copy of the interview schedule used with each individual interviewee (Appendix 3.3). In this regard, during one interview, a Head of PE became very emotional to the point of almost breaking down in tears, when discussing the negative impact on their home life and family relations due to the unbearable workload created through being involved with 14-19 PE. It is suggested that the raw emotion behind such a response, and the manner in which it was delivered, certainly added weight and a deeper meaning to the words being shared. Subsequently, such instances also assisted in generating rich, detailed, meaningful data within the present study.

The interview schedule

When utilising semi-structured interviews, it is advisable for researchers to devise a list of questions, referred to as an interview schedule, with the aim of collecting data regarding the same research themes or questions from all participants. In constructing the interview schedule it is important that the questions adequately reflect what it is the researcher is trying to find out, which involves a process of translating the overarching research objectives of the study into the questions that will make up the main body of the schedule (Bryman, 2008; Cohen et al, 2007).

Researchers need to keep in mind that the overall objective of the interview is to gather data to answer their research questions (Cohen et al, 2007; Smith et al, 2009). In this respect, the interview schedule used for the present study addressed the research aims of the study (Chapter Two), by focusing upon PE teachers' perspectives regarding their definitions of 14-19 PE (which revealed a number of emerging themes, such as the perceived aims and purposes of 14-19 PE), the development of 14-19 PE, and the impact of 14-19 PE in secondary schools (Appendix 3.2). Specifically, participants were asked to talk about what they understood about the terms 14-19 curriculum and 14-19 PE; what their school offered in regards to 14-19 PE, and when and how this came about; the aims and purposes of 14-19 PE in their school; what impact (if any) 14-19 PE had had on the subject of PE, PE teachers and pupils; and finally what impact (if any) could 14-19 PE have on the subject of PE, PE teachers and pupils in the future. All of the teachers in the study answered all of the questions listed in the interview schedule, which it is suggested reinforced the construct validity of the interviews (i.e. the opportunity to deduct inferences based on the participants' responses).

In respect of the construction of interview schedules, Doody and Noonan (2013: 30) advise that "generally, it is best to start with questions the participant can answer easily and then move onto more difficult or sensitive topics". In this study therefore, participants were initially asked to share some personal details, meaning that less threatening, non-controversial questions were included early

in the interview in order to put respondents at their ease (Cohen et al, 2007). Interestingly, the collection of such demographic information generated quantitative data, which permitted some insightful analysis of the research participants; for example, the calculation of the total years of teaching experience across all the research participants involved, which provided an indication of their level of experience (Appendix 1.1).

Finally, in terms of the design of the interview schedule used within the study, it should be noted that, as expected with a qualitative study, all questions used were of an open-ended design. In other words, questions were constructed in such a manner as to encourage detailed responses from the participants, as opposed to closed questions which foster limited responses (e.g. yes or no answers). Open-ended questions have a number of advantages, such as encouraging richer descriptions, responses in interviewees' own words (permitting them to explain what they know about the topic of interest), as well as responses related to unexpected or unanticipated answers which may suggest hitherto unthought-of relationships (Ennis and Chen, 2012; Sparkes and Smith, 2014).

Pilot study

The purpose of a pilot study is to reflect on how the preliminary research tool (in this case, the interview schedule) works in terms of the efficacy of both the

process (the logistics of the interview and the researcher's delivery, for example) and the *product* (i.e. whether the interview generates the kind of data expected) (Berg, 2009; Bryman, 2008). For this study a preliminary interview schedule (including follow-up questions) was created (Appendix 2). These were used in conducting a one-to-one semi-structured interview with three PE teachers (T1–T3), using a purposive and convenience sample; that is, PE teachers with significant experience of teaching 14-19 PE who were known to the researcher.

Based on an evaluation of the pilot study, and the initial interview schedule used, several changes were made. For example, initially the probing questions used were located on a separate sheet (Appendix 2.4). However, having these questions on a separate sheet proved problematic during the pilot study interviews as it was somewhat distracting moving from an interview schedule to the probing questions sheet, and then back to the interview schedule. Therefore, a system was devised whereby, for the interview schedule to be used in the main study, the probing questions were inserted at the top of each page, in a blue box, in order to ensure easier access and a smoother use of the follow-up questions (Appendix 3.2). The pilot study interviews proved productive insofar as the quality of the data generated not only confirmed the appropriateness of the interview schedule (and the questions included), but also warranted inclusion in the final data set (i.e. 52 interview transcripts). Such an approach is supported by Denscombe (2007) who suggested that people sampled early in the research should be considered as an integral part of the

overall sample, where and when the interview schedule proves effective and changes little after the pilot study.

Sampling

In order to understand PE teachers' definitions of 14-19 PE, the development of 14-19 PE in secondary schools, and to explore the impact on the subject of PE, PE teachers and pupils of such curriculum developments, the research participants chosen for the study (i.e. research sample) were teachers of PE in secondary schools. Some of these PE teachers not only delivered 14-19 PE but had also played a role in the establishment of the subject in their secondary schools. These teachers, in particular, had a detailed understanding of the processes behind the development of the 14-19 PE curriculum.

The sample for the study consisted of 52 PE teachers (33 male and 19 female), with a diverse range of roles and responsibilities in their schools, including: newly qualified PE teachers, main-scale PE teachers, School Sports Co-ordinators (SSCOs), Heads of PE, Community Sports Officers, and Assistant Headteachers and Headteachers. The latter were former PE teachers who had moved into senior roles within their schools, often on the back of the successes they had achieved in establishing and developing examinable PE.

The sample of current and former PE teachers was from 22 schools in the north-west of England, including three types of school: nine specialist Sports Colleges, 11 High Schools and two selective schools (Figure 14). The inclusion of different types of schools and PE teachers was based on the provision of 14-19 PE qualifications for pupils within these schools. All of the schools involved offered (in varying amounts) some form of PE-related qualification(s) to their pupils.

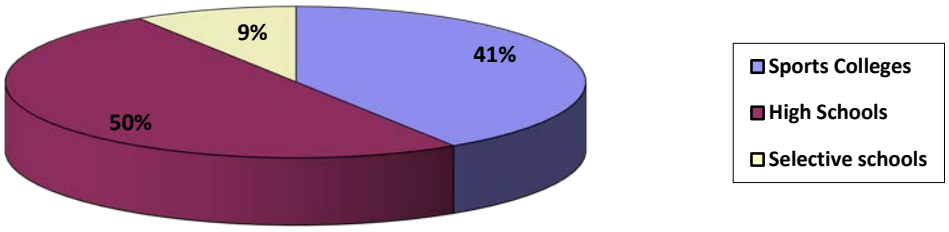


Figure 14: Categorization of the 22 schools in the study

The final number of 52 participants was arrived at due to a number of sampling strategies adopted, namely purposive, convenience, snowball and theoretical sampling, and theoretical saturation.

First, the sample was a purposive or purposeful sample. This involved hand-picking subjects who were deliberately selected because they were key informants who would be especially interesting and informative for the purposes of the study (Bryman, 2008; Denscombe, 2007; Roberts, 2009), as “members of

a community who have knowledge of the setting or the phenomenon that is of interest to the researcher" (Sparkes and Smith, 2014: 70). Participants selected for a research study must be able to furnish the researcher with the information needed, from an insider's perspective; not least because researchers are trying to see the world through their respondents' eyes, from the inside so to speak (Charmaz, 2006; Cohen et al, 2007). For this study, this meant purposively sampling PE teachers in secondary schools who were involved in the delivery of PE-related academic and/or vocational qualifications, across Key Stages Four and Five. As a result, the original sample consisted solely of serving PE teachers.

In addition, when purposively sampling, "participants are chosen because they have a particular feature, attribute or characteristic, or have a specific experience" (Sparkes and Smith, 2014: 70). This was evident within this study, as all of the PE teachers worked in English secondary schools. This was important as the systems and structures for 14-19 education differ in England, Scotland, Wales and Northern Ireland (Bostock and Wood, 2012). Thus, PE teachers in English schools were best placed to provide an insider perspective on the English approach to the 14-19 curriculum.

The second sampling strategy utilised in the study was convenience sampling. This is defined as using research participants who are convenient for the researcher, usually because they are close to hand, known, available and easily accessible. Although not ideal because, for example, familiarity between the

researcher and the research participants can influence the data collected, it is recognised that an element of convenience or opportunistic sampling is likely to enter into most research, due to factors such as limited availability of individuals who are otherwise difficult to contact (Bryman, 2008; Denscombe, 2007; Roberts, 2009). Linked to this, it is also worthy of note that all of the 22 schools used within the study were located in the north-west region of England, which was due to the principle of convenience sampling. Further, all schools were located where the researcher was working as a PE teacher trainer.

In the study, participants known to the researcher through his role as a PE teacher trainer (for example, PE colleagues in trainee teacher placement schools) were recruited following an initial approach, either via a telephone conversation or through face-to-face conversations between the researcher and PE teachers during school visits (when the researcher would be observing PE lessons delivered by trainee PE teachers). Upon verbal agreement being given by the teachers to be involved in the study, a mutually agreeable venue, date and time was arranged for the completion of an interview.

After conducting some interviews on the basis of purposive and convenience sampling, the next stage of data collection involved snowball sampling. This is where the researcher relies on initial respondents to direct them toward others who should be suitable, as they likewise meet the study's criteria for inclusion. In snowball sampling, research participants are identified through a process of reference from one person to the next, and subsequently the sample 'snowballs'

in size as research participants nominate further persons who might be suitable for inclusion (Roberts, 2012; Sparkes and Smith, 2014). This can be a very efficient way of building a sample of participants with a highly specific type of experience. In fact, it is often the only practicable mode of tracing suitable respondents (Bryman, 2008; Roberts, 2009). In practical terms within the present study, this meant that upon completion of an interview with a PE teacher who was part of the purposive/convenience sample, they were asked to nominate other colleagues in their school who might be able to appropriately contribute to the study, i.e. other PE teachers who were (or had been) involved in the delivery of 14-19 PE in schools. Utilising such an approach did lead to an imbalance in the numbers of male and female participants, with 33 male PE teachers (63%) and 19 female PE teachers (37%) participating in the study. Thus, the sex of the participants was dictated by the contacts provided by the initial participants in the study. However, this was not deemed to be problematic as upon the collection and analysis of the data, differences in the responses of PE teachers based on gender did not emerge.

Within grounded theory, theoretical sampling is a strategic process whereby researchers identify new research participants to take part within a study, based on the themes emerging from the early analysis of the initial data collected. These new participants are used to follow-up, and gather new data, in relation to themes identified within the initial data (Bryman, 2008; Charmaz, 2006; Sparkes and Smith, 2014). Within the study, theoretical sampling was evident when former PE teachers who had moved into senior management roles within their schools (e.g. Headteachers and Assistant Headteachers) were sought as

interviewees, in order to explore themes emerging from the data. Such themes included: promoted PE teachers and their subsequent power to influence 14-19 PE developments in their school. Similarly, based on the responses provided during the initial interviews, it became evident that Heads of PE were frequently key figures in 14-19 PE developments, and thus needed to be included in the study. Consequently, of the 52 teachers in the study, 10 were from senior management teams (for example, Headteachers) but from a PE teaching background; 17 were classed as Heads of PE; and, 25 were classed as current main scale PE teachers (Figure 15).

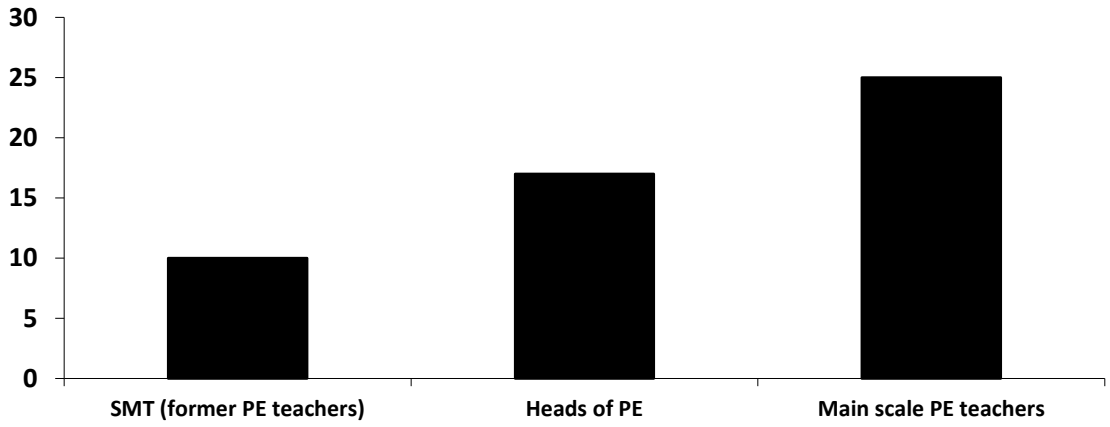


Figure 15: Categorization of the participants by role

Furthermore, during the completion of the interviews and the subsequent analysis of the data, it was evident that differing philosophies were being expressed particularly between the 'more experienced' PE teachers in the study (i.e. those with 20 years or more of teaching experience), compared to the 'less experienced' PE teachers (i.e. those with less than 5 years of teaching

experience). Subsequently, in line with the principles of theoretical sampling, and in order to explore the influence of the length of service of a PE teacher on their perceptions towards 14-19 PE, PE teachers with 5 years or less of PE teaching experience, and participants with 20 years or more of PE teaching experience were specifically involved in the study (Figure 16). As a result, similar to the profile of PE teachers nationally, the ages of the participants ranged from 23 to 59 years of age. Their school-based teaching experiences ranged from between 3 months to 38 years and between them, the participants in the study had a total of 616 years of teaching experience (Appendix 1.1). It is suggested that this provided an appropriate blend of 'more experienced' PE teachers with extensive PE teaching experience and 'less experienced' PE teachers relatively new to the profession (Appendix 1.3).

In differentiating between 'experienced' and 'less experienced' PE teachers, it was evident that they had had differing experiences during their own schooling, which was impacting on their philosophies towards developments in 14-19 PE. Those with over 20 years of teaching experience were not able to attain 14-19 PE qualifications when they were pupils in secondary school, as in the main these qualifications were not available. Conversely, all of the PE teachers with less than 5 years of teaching experience had attained some form of 14-19 PE-related qualification.

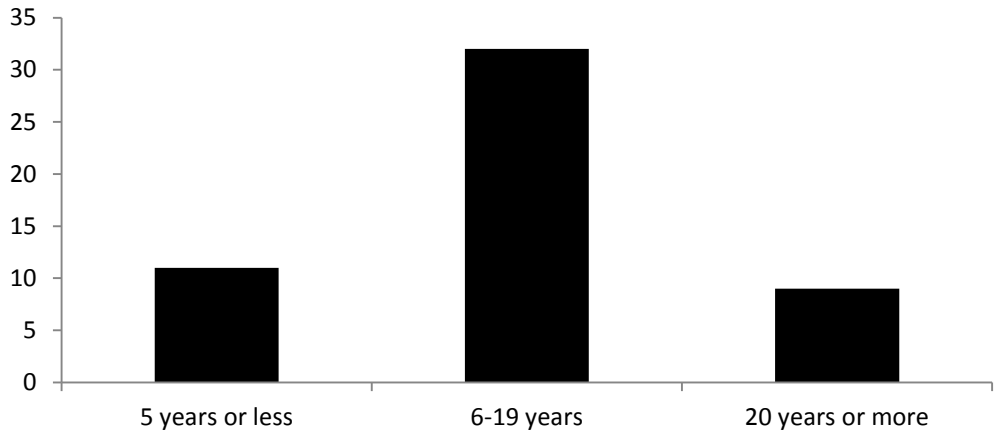


Figure 16: Categorization of participants by years of teaching experience

It is noteworthy that some of the 'less experienced' PE teachers had one year or less of teaching experience (Appendix 1.3) and thus could be seen to have limited experience to draw upon, which could undermine their inclusion in the study. However, in support of their involvement in the research, it is important to note that first, all of these participants were fully involved in the teaching of 14-19 PE in their schools. Second, it was evident that these PE teachers had already been influenced by the processes of occupational socialization (Curtner-Smith, 1999; Lawson, 1988), in particular, the process of acculturation, as they had experienced 14-19 PE during their own educational experience, gaining academic and/or vocational PE-related qualifications. Also, they had passed through the process of professional socialization, as they had recently completed their initial teacher training. Therefore, it is argued that these early career PE teachers could provide an informed insight into the development and impact of 14-19 PE in secondary schools, and thus warranted inclusion in the study.

In light of these examples, it may be seen that participants within the present study were deliberately selected for what they could contribute, in the context of the themes emerging from the simultaneous process of data collection and analysis.

As previously indicated, a total of 52 participants took part within the study. One of the problems that the qualitative researcher faces is to establish just how many participants are sufficient for a study of this kind. In this respect, Bryman (2008) suggests that the groups and/or individuals who are studied are never large in number, due for example, to the time consuming nature of data collection within such research. However, in setting the number of participants for the study, consideration had to be given to the notion of minimum and maximum numbers to be involved. For the study, based on theoretical sampling, three categories of participants were identified – management (who were all former PE teachers), Heads of PE, and main-scale PE teachers. In setting a minimum number of participants, it was decided that there needed to be at least several respondents in each of these categories.

On a practical level it is suggested that for a qualitative study, the minimum number of interviews required is between 20 and 30 (Bryman, 2008; Mears, 2012), a guideline that was also adhered to within this study. With regard to the maximum number of participants to be included within a grounded theory study,

it is suggested that data collection ceases and the sample is complete at the point when the evidence collected becomes repetitive and nothing new is being learnt, or put another way, when *theoretical saturation* is reached. This occurs when new analysis only fits into existing categories, and the information collected and analysed begins to repeat itself (Charmaz, 2006; Denscombe, 2007; Holt et al, 2012). Therefore, within the study, recruitment ceased at 52 PE teachers, as at this point, it was decided that participants no longer added anything new to the data already collected and analysed. At this point, it was evident that the categories were explained fully, and additional analysis simply tended to confirm the concepts, codes and categories that had already been developed (Connelly, 2013; Sparkes and Smith, 2014).

Conducting the interviews

A key logistical consideration when using one-to-one, face-to-face interviews as a method of collecting data is the amount of time taken to conduct each interview (including the time taken to travel to and from the interview site). In this context, the planning and implementation of interviews needed to be viewed from the perspective of both the interviewer and interviewee (Bryman, 2008; Dilley, 2000). Within this study, this meant organising mutually agreeable times for the completion of the interviews although this did prove to be problematic at times when trying to coordinate the participants (teachers working in secondary schools) and the interviewer (who was working full time in a university).

Another logistical consideration concerned the location of the interview. It is desirable that interviews should be conducted at a time and place of the participant's convenience/choosing, in a quiet, private and comfortable setting, safe and free from interruptions, in order that the interviewee does not have to worry about being overheard and that there is no bias from the presence of others (Doody and Noonan, 2013; Wilson, 2012). In this study, all but one of the interviews were completed in the workplace of the participants – a secondary school setting – with the exception of one interview being held on a university campus, in a quiet and private office space.

In finding a venue to conduct the interviews within the schools, the facilities utilised (which were always dictated by the interviewee) did provide a quiet and private setting. Nonetheless, the venues ranged considerably from very luxurious board rooms and purposely designed interview rooms, through to PE staff offices, classrooms, a school staffroom, a dance studio, a female changing room and even a PE store cupboard. In no instance however, was it felt that a venue had a detrimental effect on the interview. In part, this was probably due to the fact that teachers are familiar working under such conditions.

A further logistical matter is the duration of interviews. Within this study, the duration of the interviews were dictated by the participants and their input, meaning that they were never stopped or cut short, but allowed to fully share

their views and opinions, with no pre-set time limit to adhere to. By using such an approach it meant that the researcher had little control over the responses of the interviewees, but it did ensure that respondents had the freedom to give their own answer as fully as they chose rather than being constrained in some way. Subsequently, the duration of the interviews ranged from 28 minutes to 1 hour 41 minutes, with the average being 59 minutes (Appendix 1.1). With regard to the shorter interviews (i.e. less than 45 minutes), the duration was always dictated by the teaching commitments of the participants. For example, some interviews were shorter due to participants having to leave in order to teach a class. However, it should be noted that regardless of the duration of the interview, all participants answered all of the questions included in the pre-set interview schedule. It is suggested that such an approach assisted in reinforcing the construct validity of the interviews, in that not only did all the teachers in the sample answer all the questions, but they answered the same questions.

An additional point of good logistical practice when interviewing concerns the recording of the conversation. This means that the researcher can focus on the discussion rather than concentrating on writing down comments being shared. It also allows the researcher to reproduce verbatim quotations when transcribing (Bryman, 2008; Doody and Noonan, 2013). For this study, the interviews were recorded using a digital Dictaphone. Some advantages of a digital recording include: the sound quality is high thereby aiding transcription; it can be easily backed up on a computer ensuring the safe storage of data; and, it can be played back again and again, allowing a more thorough and accurate examination of the data.

Alongside the digital recording of the interview, it is also suggested that researchers make notes (i.e. identifying key words or phrases shared) which can then be explored via the use of probes and follow-up questions during the interview. For this study such procedures were followed via the use of a paper copy of the interview schedule, which the researcher used to make notes regarding emerging themes which were to be further explored. For example, when exploring the impact of 14-19 PE on pupils, terms such as careers, higher education and healthy lifestyles were highlighted. These terms were recorded and then explored further via the use of the follow up questions located at the top of the page on the interview schedule (Appendix 3.2).

Ethical considerations

Sparkes and Smith (2014) suggest that informed consent is ranked as the most important ethical consideration when conducting data collection. This means that participants should be told about the character and purposes of the research, and that they can withdraw at any time. Therefore, it is necessary to obtain consent before the interview commences (Cohen et al, 2007; Roberts, 2012; Ryan et al, 2009). For this study, for both interviewees in the pilot study and the main study, initial consent to participate was provided verbally when the interviews were arranged. Following on, each participant was asked to read and sign an informed consent form / participant information sheet immediately prior

to the commencement of all interviews for the pilot study (Appendix 2.2) and for the main study (Appendix 3.1). This process was completed in order to ensure that the participants were fully informed of their rights and role in the study. Signed consent forms were seen by the researcher as a demonstration of the willingness of the participants to be involved.

Anonymity and confidentiality must of course, be guaranteed at all stages of the research process (Cohen et al, 2007; Roberts, 2012). This proved particularly important in this study when, for example, one interviewee asked for confirmation that the interview would remain confidential and that their comments could not be traced back to them. Upon receiving confirmation of this from the interviewer, the interviewee proceeded to articulate very open and honest views regarding what they viewed as the obstructive nature of the senior managers in their school, with regards to the development of 14-19 PE in their school. With regard to the anonymity of participants, it should be noted that interview transcripts could contain many, more or less, overt clues as to the identity of participants. In order to ensure the anonymity of the participants therefore, data should be made anonymous in such a way that no possible conclusions can be drawn about the persons or organisations involved (Cohen et al, 2007; Hopf, 2005). For this study, a simple alpha-numeric system of labelling was utilised (Appendix 1.1) to differentiate between the research participants, for example, T11. Thus, all necessary steps were taken to ensure full anonymity (and thus protection) of all participants, as it would be impossible to identify individuals using such a system.

Due to the more intimate personal nature of the one-to-one setting, the physical presence (and potential influence) of the researcher, and the professional connection between the researcher and the participants (i.e. nearly all the participants were known to the researcher through his role in PE initial teacher training), participants may feel a good deal of stress, and they may even feel shy or uncomfortable with a face-to-face encounter. Consequently, this may impact on the responses provided as the participants may not completely open up and provide honest and frank answers.

Therefore, when completing one-to-one, face-to-face interviews, researchers should consider how they conduct themselves while asking and listening to questions. During the interview, the researcher needs to listen actively, maintain eye contact, not exhibit strong reactions, whilst maintaining a neutral standpoint. The personal demeanour of the researcher must be such as to create a good impression, in that it is important to project professionalism, sensitivity, empathy, enthusiasm and confidence to the interviewee (Ennis and Chen, 2012; Wilson, 2012). Thus, within this study, every effort was made to conduct each interview in an appropriate manner in line with the guidelines outlined above, so that participants were comfortable with and thus able to appropriately engage in the interview process. At the start of the interviews in this study, for example, some participants displayed anxiety regarding their ability to answer questions, and even in some cases expressed the view that they felt like they were being tested. Subsequently, reassurance was provided to all participants

that the purpose of the interview was to explore their experiences and their personal views and opinions regarding 14-19 PE, and not to assess their subject knowledge around this topic area, or to catch them out in any way.

Primary data collation

From the interviewing process, transcripts of conversations are generated. Accordingly, the researcher needs to organise, manage, process and analyse high volumes of verbal data transcribed into the written word. The sheer amount of verbal data collected can be quite overwhelming, meaning that transcription can very quickly result in a daunting pile of paper which the researcher needs to wade through during the analytical stage (Auerbach and Silverstein, 2003; Bryman, 2008; Mears, 2012). In this respect, the 52 interviews in this study generated large volumes of data with a combined wordage of just over 416,000 words. Consequently, the production of each of the interview transcripts, the subsequent checking of each transcript against the digital recording, and the detailed process of analysis employed for each transcript in turn, proved to be a most time-intensive exercise which ultimately stretched across a three-year period.

The process of producing the interview transcripts – that is a verbatim (word-for-word) account of the conversation with each of the 52 participants, involved listening to the digital audio file for each interview and typing up the responses.

Due to the limited typing skills of the researcher (which meant that a one hour interview could take a whole day to type, check, re-type and finalise), it was decided that in order to speed up this process, some transcripts would be typed by secretaries, who were personal contacts of the researcher and who were paid for their services. However, upon receipt and checking of these transcripts, it became apparent that the quality of the transcription was very limited, as they were littered with inaccuracies and numerous errors, making some sections of the text incoherent.

Bryman (2008) points out that even among experienced transcribers errors can creep in. Steps clearly needed to be taken therefore, to check the quality of the transcripts produced. Subsequently, this meant that these transcripts had to be thoroughly checked, which led to the need to perform a line-by-line check and correction of the transcripts. This significantly prolonged (rather than speeded up) the process of accurately transcribing all the interviews. However, it soon became apparent that this was a beneficial experience, because as Bryman (2008) observes, there is an advantage for those researchers who transcribe their own interviews. Whilst it may be an arduous and very time-consuming task, it does offer great benefits in terms of bringing the researcher closer to the data, and can aid in encouraging the identification of key themes, and awareness of similarities and differences between different participants' accounts. This was certainly evident within the present study.

Upon obtaining an accurate transcript of each interview, the next stage involved analysing the data. In the spirit of grounded theory, this meant organising the data into topic areas so that common themes could be drawn out. This involved reading and re-reading the interview transcripts, before deciding which themes should be used to code passages of text. Some researchers employ qualitative software such as Nvivo, while others prefer a more hands-on approach for coding and theme-finding (Charmaz, 2006; Gibbs, 2007; Roberts, 2012). In this regard, a manual, hands-on approach was utilised within this study, which required the researcher to analyse each transcript in turn, line-by-line. Such an approach was followed, as it was believed that this permitted a superior level of analysis in that, rather than simply identifying repeated words (which is how qualitative software tends to work), manual analysis allowed themes to contextually emerge, meaning that themes/key words were found, and located, within the meanings and contexts articulated by the research participants (Creswell, 2007; Denscombe, 2007; Mears, 2012).

Ryan et al (2009: 309) state that “qualitative data are not measured in terms of frequency or quantity but rather are examined for in-depth meanings and processes”. However, it is worth noting that there are numerous approaches to generating meaning from transcribed interview data such as counting the frequency of the occurrence of themes and/or words, and that “summing the numbers of respondents with the same responses yields a nominal measure” (Cohen et al, 2007: 360). In this respect, based on the responses obtained from the participants, for example, it was established which 14-19 PE qualifications

were offered across the 22 schools from which the participants were drawn (Figure 17).

Cohen et al (2007) also note that interviews may yield numerical data that may be reported succinctly in tables and graphs. For this study, numerical data was collated referring to the date of the commencement of the delivery of 14-19 PE qualifications in the 22 secondary schools (Table 3). Denscombe (2007) points out that qualitative research can involve some quantification and measurement, insofar as there can be some form of numbers used such as: most, some, all, none, few and so on. Numerical indicators were used in the study (Table 2) to identify how many of the PE teachers commented on certain terms and/or themes which emerged from the analysis of the interview data (Appendix 4). Such an approach to data analysis helped to validate the numerical grounds on which the inferences in the study were drawn (Cohen et al, 2007; Denscombe, 2007).

Table 2: Numerical indicators used to identify the frequency of the participants' responses

Label	Percentage of participants	Number of participants
None	0%	0
Few	1% - 19%	1 - 10
Some	20% - 49%	11 - 25
Half	50%	26
Many	51% - 70%	27 - 36
Very many	71% - 90%	37 - 47
Almost all	91% - 99%	48 - 51
All	100%	52

Using Grounded Theory

Analysis of the data generated by the study was informed by the principles of grounded theory (Charmaz, 2006). Grounded theory methods are widely recognised as possessing the advantage of containing explicit guidelines that show researchers how they may (and, arguably, should) proceed in generating, collecting and analysing qualitative data. It does so, by identifying steps in the research process and by providing a sequential and developmental pathway through. These steps found within grounded theory data analysis typically include: open initial coding; concurrent (simultaneous) data collection and analysis; memo writing; theoretical sensitivity; theoretical sampling and theoretical saturation (Bluff, 2005; Charmaz, 2006; Connelly, 2013; Ghezeljeh and Emami, 2009).

It is suggested that researchers can adopt and adapt these steps, enabling an element of flexibility within the administration of a grounded theory study. Indeed, it is advisable to see grounded theory methods as a set of principles and practices, not as prescriptions or packages. As long as researchers adhere to the key features of grounded theory within their work, such as the use of empirical field research, and an emergent design based on theoretical sampling, then researchers are justified in saying that they have, at least, worked in the spirit of grounded theory (Charmaz, 2000; Denscombe, 2007). As

will be detailed below, the present research study adopted the principles of these grounded theory guidelines. For example, the coding process involved a mixture of line-by-line coding – naming every line in the written data and breaking the data into component parts and properties – together with what Charmaz (2006) refers to as coding 'incident-to-incident'. Performing line-by-line coding together with incident-to-incident coding helped identify implicit views as well as explicit statements. After all of the interviews had been coded, all codes were written down and then systematically categorized into themes (Mordal-Moen and Green, 2014).

The coding process

When using grounded theory, the researcher begins with the generation of data, alongside an examination of the data, breaking it down into discrete parts. Careful scrutiny of the data allows the researcher to identify commonalities. When recurring patterns or themes (e.g. similar words and phrases) are identified, those chunks of data are tagged or labelled. This process is referred to as *open coding*. This usually involves a system of initial coding whereby the researcher deconstructs the raw data into meaningful units then labels the data using codes. These are then sorted into tentative categories of related codes. Initial coding is the first step in moving beyond concrete statements in the data, and it allows for the development of theoretical codes (Charmaz, 2006; Cohen et al; 2007; Mears, 2012). As identified by Mordal-Moen and Green (2014), once the initial codes had been reviewed, what seemed to be the most fruitful

initial codes were selected. This is the next step in the grounded theory analyzing process and is referred to as *focused coding*. Focused codes are more directed, selective and conceptual than initial codes (Charmaz, 2006). It is worthy of note that within this study, both the initial and focused coding was performed by hand. To minimize what Charmaz (2006) identifies as a potentially critical aspect of grounded theory analysis – namely that the different stages of the coding process risk taking the researcher away from the original data – both the initial and focused coding documents (for example, memos / data folder), as well as the interview transcripts and the digital recordings themselves, were used to help monitor the big picture throughout the analytical process.

The next step in the coding process was *theoretical coding*, wherein potential relationships between categories developed in the focused coding are identified (Charmaz, 2006). Hence, it was at this stage that the analytical process moved in a theoretical direction. Within the initial open coding phase of the analysis of the primary data, the interview schedule (Appendix 3.2) was initially used as a framework. In other words, on the grounds that the interview schedule reflected key themes and issues culled from existing research, the interview questions were used as headings for the analysis of the data, thereby providing a basic starting point for the analysis of the interview transcripts.

Under the general headings of the interview questions, a number of themes emerged. Examples of emergent initial categories / themes related to such concepts as: increasing workloads for PE teachers, and increasing motivation,

aspiration and achievement for pupils. These emerging themes were number coded for ease of analysis and then used to generate an interview collation template (Appendix 5.6). This template of number coded themes was then utilised in order to further analyse the interview transcripts, whereby relevant quotes were identified in the interview transcripts and transferred to the collation template. This process ultimately led to the creation of theme-based collation documents (Appendix 5.8). This consisted of quotes from relevant participants under each number coded theme, and these documents were finally collated into a data folder which provided a comprehensive overview of the coding and analysis of the primary data. In the spirit of a grounded theory approach to analyzing data within this study, while some of the theoretical coding families (Charmaz, 2006) referred to the analytical terms identified in the process of coding, others drew on those sociological concepts most common in extant research on PE teachers' perceptions of various aspects of PE and, in particular the 14-19 PE curriculum, that have been claimed to offer a great deal of explanatory potential.

Concurrent (simultaneous) data collection and analysis

Within grounded theory, the collection and analysis of data is an iterative process. Thus, it is a repeated cyclical process which continues throughout the study, with each step emerging out of, and building upon, the last, developmentally. This means that concurrent (simultaneous) data collection and analysis is fundamental to grounded theory, as the researcher is able to shape

data collection in order to inform emerging themes from data already collected (Charmaz, 2006; Connelly, 2013). In this manner, the analysis of data is not left until all the data has been collected (for example, all interviews have been completed and transcribed). Rather it begins as soon as the first data are collected, and the interaction between data collection and analysis proceeds, iteratively throughout.

Data analysis involves processes such as constant comparison initially of data with data, progressing to comparisons between codes and categories. Such an on-going process allows for more aware of emerging themes, aids theory development, and helps the researcher to recognise when they have reached the point of theoretical saturation – that is, the point at which the data collected no longer adds anything new, and so is the point at which data collection can cease (Bryman, 2008; Mears, 2012). Within the present study, the analytical process commenced immediately upon completion of the three pilot study interviews, whereby the data was analysed, and emerging themes were identified, which then informed subsequent interviews (Appendix 5.2). For example, from the initial collection and analysis of data from the PE teachers within the pilot study, it became evident that Heads of PE were influential figures in the development of 14-19 PE in secondary schools. Subsequently, such individuals were specifically recruited as research subjects within the study. Moreover, this iterative process was continued throughout the completion of the remaining 49 interviews. This is evident from an inspection of the memos written and diagrams generated (Appendix 5).

Memo writing

Grounded theorists often write memos during the data collection process, which can be described as commentaries that assist in capturing the comparisons and connections made, noting theoretical reflections and crystallizing questions and directions to pursue during further data-gathering. Memos provide ways to track how analytic thinking is progressing and document the way in which theory develops (Connelly, 2013; Holt et al, 2012). The methods of memo-writing are open-ended. Memos can, for example, be written in informal, unofficial language for personal use. In this regard, it is suggested that what is important are notes that in some way aid in the development of the researcher's thinking. One way in which memos can be generated is in the form of diagramming, where data are visibly presented on a graph or chart in order to show possible relationships and similarities (Charmaz, 2006; Ryan et al, 2009). Within this study, memos were produced in the form of diagrams (Appendix 5) at various stages of the data collection and analysis process. These diagrams consisted of tables and charts which were used to identify and categorize the emergent themes and consequent codes and categories emanating from the data collected. One developmental outcome of this memo writing process within the study was that the initial interview collation template used to gather together key quotes from each interview transcript was updated through a process of theoretical reflection, whereby codes and categories had been reorganised and restructured. This led to the development of a second version of the interview

collation template, and this was used for the collation of the remaining interview transcripts.

Theoretical sensitivity

Another key concept within grounded theory is *theoretical sensitivity*. This relates to the principle that researchers, as Roberts (2012) points out, usually specialise in topics in which they have a special interest, and in which they develop special expertise. This means that the research process will inevitably be based on, and affected by, the intellectual, professional, and personal background of the researcher (Birks and Mills, 2011; Connelly, 2013). Charmaz puts it like this:

> "We are part of the world we study and the data we collect. We construct our grounded theory through our past and present involvement and interactions with people, perspectives and research practices"
>
> (Charmaz, 2006: 10).

This was particularly important within the present study in light of the researcher's professional involvement with 14-19 PE. During the completion of the study, the researcher was employed as a senior lecturer in two university

PE departments with a specific teaching responsibility for 14-19 PE. As part of these senior lecturer roles, the researcher had read extensively within the subject area of 14-19 PE as part of the process of preparing lecture materials. Moreover, the researcher had worked with PE teachers in secondary schools, completing 14-19 PE-related project work, as well as conducting 14-19 PE lesson observations for PE teacher trainees. Accordingly, the researcher has developed detailed knowledge and experience relating to 14-19 PE, which meant that, inevitably, the study was based on, and affected by, the background of the researcher (Birks and Mills, 2011; Connelly, 2013).

In this regard however, Green (2006) identifies an issue particularly in respect to so-called sociological research relating to the subject of PE in schools. Namely, that (an inappropriate) emotional involvement, on the part of physical educationalists and PE academics, is evident in previously completed sociological research relating to PE: “many physical educationalists have a very strong emotional attachment to, and thus are very deeply involved with, their subject”, and as a result “have difficulty recognizing, let alone subjecting to critical scrutiny, many of the assumptions and premises upon which their work rests” (Green, 2006: 653). Indeed, “even among highly-regarded social scientists of physical education, there can be an alarming tendency towards the kinds of uncritical advocacy, and even proselytizing that are symptomatic of a strongly-felt, emotional attachment to physical education” (Green, 2006: 654). According to Green (2006), the upshot of such an apparently (unrecognised) emotionally involved approach to sociological research in PE has “resulted in a tendency among physical educationalists towards partiality and even bias in our

study of physical education, without our necessarily realizing it or intending it to be so" (p653).

Accordingly, Green (2006: 652) observed that "there remains an apparent reluctance on the part of would-be sociologists of physical education to commit themselves to a thoroughly sociological approach", as their research remains "resistant to (perhaps because its authors are ignorant of) some of the theoretical and methodological issues that have been rehearsed in Dunning's ground-breaking sociology of sport [research]", in particular relating to the concept of involvement and detachment. This, Green suggests, is as pertinent as ever to the study of physical education, because:

> "all in all, the process of considering the issue of involvement-detachment holds out the promise to the researcher of gaining greater control over his/her emotional involvement which might, in turn, be expected to lead to the development of a more realistic or adequate analysis of the processes of physical education".
>
> (Green, 2006: 659).

It is somewhat unrealistic to expect that researchers can forget everything they already know about a topic, and commence a study as, in effect, a *tabula rasa*, entering the field with no knowledge of the research area. Thus, it is suggested

that grounded theory researchers should approach their studies with an open mind. This is not however, the same as an empty mind (Denscombe, 2007; Holt et al, 2012). Endeavouring to remain open minded simply recognises the inevitability of involvement, and the need therefore, on the part of the researcher, for a blend of involvement and detachment. This means that the issue for researchers is “how to maintain an appropriate balance between being an everyday participant and a scientific enquirer” (Murphy et al, 2004: 94). Therefore, the principle of open mindedness, or a blend of involvement and detachment, was particularly important within this study, as the researcher (at the point of data collection) was directly involved, as a course tutor, in the initial teacher training of PE teachers, with a specific responsibility and focus on PE within the 14-19 curriculum. This was a role which also involved working with PE staff in secondary schools on a daily basis, which for the purposes of the present study provided the researcher with contacts with research participants (PE teachers in secondary schools), that were known to the researcher through his role as a PE teacher trainer (i.e. professional colleagues in trainee teacher placement schools).

The experiences and interactions that these roles generated would be hard, some would say impossible, to ignore or forget when not only theorizing the data collected, but even generating the data in the first instance. However, within this study the collection and analysis of data were approached with an open mind, with an appropriate blend of involvement-detachment, in order that the past experiences of the researcher in influencing the findings from the study were kept to a minimum. However, in this regard, there is of course a flip side,

in that there are potential benefits to be had from insider knowledge. This principle was evident within the study, particularly in relation to the creation of the interview schedule. For example, the schedule included examples of themes (related to the interview questions) to be explored with interviewees. These were inserted into the interview schedule in the form of checklists (Appendix 3.2), and were used to ensure the exploration of a range of themes relevant to the aims of the present study. The content of these checklists were created via the researcher's prior knowledge of 14-19 PE, which had been developed through previous research activity, and also through his role as a senior lecturer, which included specific teaching responsibilities linked to 14-19 PE.

Having explored the rationale for the methodology and methods employed in this study, the next chapter summarises the main findings.

CHAPTER 5 - FINDINGS

This study focused on the philosophies of PE teachers regarding the development of the 14-19 PE curriculum and the subsequent impact of these developments on the subject, teachers of PE and pupils in secondary schools.

The key findings from the study have been broken down into two main themes; (i) PE teachers' perceptions of how the 14-19 PE curriculum has developed; and (ii) their perceptions of the impact (both anticipated and unanticipated) of the developments in the 14-19 PE curriculum in secondary schools. Each of these emergent themes will now be explored in detail.

In presenting the main findings of the study, each theme is supplemented by illustrative quotations from the interviews with the PE teachers.

The development of 14-19 PE

An expanding provision

In terms of the PE teachers in the study reflecting upon when and how the 14-19 PE curriculum had developed over time, in general and in their schools in particular, very many pointed to a rapid expansion and broadening of the portfolio of qualifications or accreditation opportunities available through 14-19 PE, specifically over the last decade: “over a relatively short period of time there had been a number of developments” (T3), and a “growth of the curriculum since 2001” (T42), and in particular “increasingly over the last 5 years, there are more and more [qualifications] that are becoming available” (T34). It was observed that this process had resulted in a broadening of the PE qualifications portfolio to include not only more academic qualifications but also more vocationally-oriented qualifications. In effect, more qualifications in PE were available to more pupils, at more schools, than hitherto.

It was noteworthy that the PE teachers categorized 14-19 PE curriculum developments in terms of academic qualifications and vocational qualifications. With regard to academic qualifications, it was observed that 20 of the 22 schools (91%) in the study offered GCSE PE, with one school offering this qualification since 1988 (Table 3). Specifically, it was noted that pupils are now able to follow various versions of GCSE PE, such as “the full course and the

short course" (T10), the "GCSE PE dual award" (T16), and also the "Applied GCSE PE" (T34). It was also reported that GCE A-Level PE courses were offered in 10 of the 22 schools (45%), which had been offered in one school since 1996 and had continued to be introduced in the schools in the study up to as recently as 2009.

Beyond conventional academic or examinable PE such as GCSE and A-Levels, the growth and establishment of BTEC Sport[8] in the accreditation portfolio was reported as a major development in the 14-19 PE curriculum. For instance, it was observed that since the year 2000, 17 of the 22 schools (77%) had offered the Level 2 BTEC First in Sport qualification, whilst since 2002 eight schools (36%) reported offering the Level 3 BTEC National Diploma in Sport (Table 3). It was often noted by the participants that 14-19 PE had "broadened the amount of [vocationally-orientated] qualifications pupils can gain" (T9).

Specific examples of such accreditation opportunities included: "coaching courses" (T6) such as "NGB courses and fitness courses" (T38), "officiating" (T18), "a First Aid qualification" (T3), and "the Duke of Edinburgh's award" (T35), with another identified pathway being for "Sports Leaders" (T15) and "Dance Leaders" (T38).

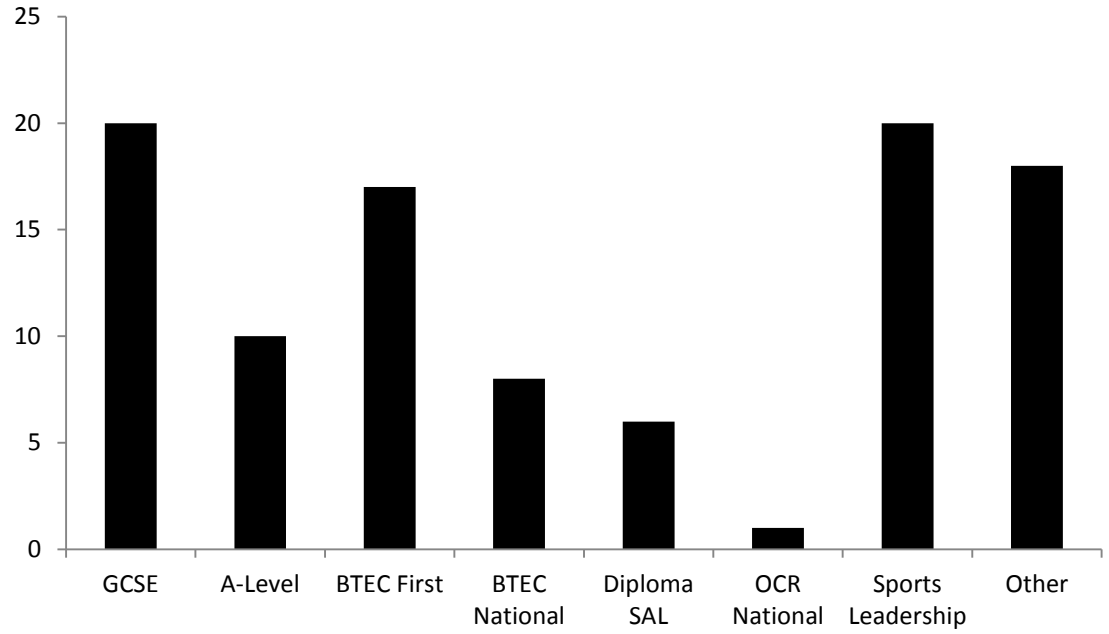
[8] It is worth pointing out here that although some teachers tended to refer to the Edexcel qualification as BTEC PE its correct title is BTEC Sport. This is the term that will be used unless teachers state otherwise.

Table 3: Date of commencement (earliest to latest) of 14-19 PE qualifications in the English secondary schools in the study

Qualifications	Earliest to latest date of commencement
L2: GCSE PE	1988 - 2009
L2: GCSE PE Double Award	2006
L2: GCSE Dance	2005
L2: BTEC First in Sport	2000 - 2010
L2: OCR National Sport	2006
L2: BTEC First in Dance	2010
L2: Diploma in Sport and Active Leisure	2010
L2: Sports Leadership	1997 - 2006
L2: NVQ Sport	2002
L3: GCE A-Level PE	1996 - 2009
L3: BTEC National Sport	2002 - 2007
L3: OCR National Sport	2006

In light of such provision, the upshot was perceived to have been an expansion of PE-related qualification routes. In this respect, it was suggested that “our biggest contribution to 14-19 in a PE context, would be the variety of courses that we offer” (T20). This was deemed important by very many of the PE teachers as it was believed that such a variety and range of PE-related qualifications meant that “there should be something [in qualifications terms] for everybody” (T19), that is “worthwhile for everybody” (T15). Therefore, based on the 14-19 PE curriculum provision evident in the schools in this study (Figure 17), it was suggested that pupils are now offered, through PE “the whole range of qualifications” (T14), which means that they are able to obtain “traditional courses such as your GCSEs, and then alongside that you’re looking at OCRs and BTECs and other accreditations” (T18), such as “National Governing Body

awards" (T49), "the Diploma route" (T11), and "Leadership, volunteering routes" (T34).



KEY: Other = BTEC Outdoor Education, BTEC Public Services, BTEC Dance, GCSE Dance, NGB awards (Leadership and officiating), Asdan, First Aid, Duke of Edinburgh Award, etc

Figure 17: Number of schools offering PE-related qualifications

In explaining the expansion of the 14-19 PE curriculum, particularly over the last decade, the perceptions of nearly all of the PE teachers were summarised by one teacher who commented that: "[although] it's a lot of effort in setting up and delivering courses in the right manner….ultimately it's worth it….it's worth it for the benefit of the students" (T2). It was suggested that in order to achieve this aim, there was a requirement for teachers to recognise that:

> "different students have different abilities. Some are more academic than others, some are more vocational. So it's

> making sure that there is that breadth in terms of the qualifications, so that we are offering qualifications that suit a variety of individual needs of the students" (T2).

In this regard, PE teachers tended to see the development of 14-19 PE within their departments as part of a 'pupil-centred' approach. Indeed, all of the PE teachers were in agreement that: "it's about the kids" (T15), "we were trying to give our students the best chance that we could, by adding all these extra qualifications" (T14), "we wanted every one of our students to achieve success" (T34). One teacher might have spoken for many when commenting: "ultimately I believe that's why we are in this profession. It's to give the students the best possible opportunities" (T2) – "you want to make a difference to these pupils - and I guess that's why we're here" (T21).

With regard to such comments, it is suggested that while the PE teachers tended, in the first instance at least, to justify developments in the 14-19 PE curriculum in terms of altruistic reasons (tending to wrap up their justifications for 14-19 PE developments in terms of the benefits for their pupils), they almost inevitably also went on to mention the benefits of such developments for their schools as well as themselves. For example, via their involvement with the 14-19 curriculum (i.e. offering qualifications to pupils), the PE teachers suggested that they were able to generate possibilities for themselves to attain professional development and career progression, such as promotion to senior management levels in school (these themes are explored in greater depth later

in this chapter). Hence, 14-19 PE opportunities appeared to have developed first and foremost because they served a purpose for the PE teachers themselves. Put simply, PE teachers had a vested interest in offering 14-19 PE opportunities as it seemed that they had as much to gain as their pupils through 14-19 PE, if not more. It was noticeable that while the PE teachers could point to evidence for the benefits accrued by their schools and themselves, their claims for the benefits to their pupils tended to be far more speculative in nature. In this regard, while seeming to believe their own altruistic claims, the teachers often appeared to be rationalizing developments that were initially generated with the interests of themselves, via their schools, in mind. Evidently, whether or not the pupils actually would, or did, benefit from the introduction of formal qualifications in the 14-19 PE curriculum, PE teachers themselves, as well as their departments and schools, are very likely to gain from such provision. There were plenty of direct and indirect indications in the interviews that this was, indeed, the case. For instance, one teacher observed “obviously if they’re gaining qualifications, it does make our job more credible in the school, because we are doing something worthwhile” (T8).

The context of change – Local influences

At the same time as emphasising the impact of a competitive market-driven climate, very many of the teachers observed how a variety of individuals and groups had been involved in developments in 14-19 PE, or as one teacher put it, “it is about a whole team of people” (T3). These were individuals and groups

who, it was explicitly suggested, had the power to influence change in schools. They included: senior management, Heads of PE, PE departments, the PE teachers therein, and their customers (i.e. pupils and their parents).

In regards to the development of the 14-19 PE curriculum in their school very many PE teachers noted that: “the original suggestion…came from the top” (T44), directly “from the Head” (T14), as “the system is led from the top” (T42). Thus, Headteachers were identified as “the real driver of the curriculum” (T42) in many cases. In elucidating the influence of the Headteacher, one Assistant Headteacher insinuated that they “crack the whip and people do it” (T42). Linked to the influence of the Headteacher, very many PE teachers suggested that: “the senior leadership team are very proactive” (T48), and, in secondary schools, they “make the decisions” (T39). Thus, it was suggested that developments were “very much from the top down. It wasn’t the PE teachers saying ‘we need to do this and that’, it was very much a whole school senior management approach, and they were the drivers” (T12). In commenting on the development of the 14-19 PE curriculum, many of the PE teachers outlined how they had responded to management pressures. An Assistant Headteacher, for example, recalled that when she arrived (as head of department) at her school in January 2006 she felt compelled to get the “department results up”, so “I had to have an improvement in avenues of accreditation” (T3). In other words, “the powers that be, have looked down, and thought ‘right where can we fit qualifications in here, how can we get more qualifications for pupils’” (T7). Conversely, the pressure brought to bear on Heads of PE and PE teachers by management were not always seen as ultimately beneficial: “It was the

Headteacher who asked me, or really told me, that we couldn't wait any longer, we had to do GCSEs – and those were the unhappiest years of my teaching" (T35).

In explaining the interest that senior management had in the development of 14-19 PE, it was observed that "a lot of the SMT are PE specialists, or were PE specialists as practitioners before they became management" (T9). Many teachers spoke of the ways in which the expansion of the 14-19 PE accreditation portfolio was almost inevitable when former PE teachers and Heads of PE were promoted to senior management: "several of the senior management are actually PE staff…they have a massive input" (T2), in that "if there is ever a new course that is wanting to be implemented then they do tend to come to PE" (T2). It is suggested that this may be seen to be evidence of how members of senior management in secondary schools (with a PE background) could, and did, have a discernible impact on the development of 14-19 PE, which it is suggested, was carried out by individuals who still have a loyalty, if not vested interest, in promoting the status of the subject from which they were promoted.

It was also suggested that management appeared to view their PE departments as useful in the achievement of a variety of 'whole school' objectives: "The Head recognised the power of sport to engage our type of students…she wanted a full cohort in PE, as a means of improving attendance, improving attainment, improving self-esteem, improving enjoyment of school, and all that.

So that's why we went down that route" (T40). Thus, it was observed that senior management in secondary schools saw 14-19 PE as "an opportunity" (T1), especially in regards to "league tables" (T7), as they needed "to get results up" (T3). In this respect, it was suggested that senior management "saw the relevance and benefits of PE" (T25) in that, as one PE teacher noted "we get good results, and they like those results to drive whole school results" (T15).

Interestingly, although many teachers spoke in terms of the encouragement from their school management teams in initiating developments in 14-19 PE, there was no shortage of PE teachers who described their schools' senior management as "not terribly supportive with the PE department at all. We think we're bottom of the pile" (T50). Indeed, in terms of support from management, some teachers took the view that there was "very little to start off with. They said, 'It's on your own back'. As long as you're happy running it, then they said you can go ahead with it, as long as the results are good" (T45). In these cases it often appeared to be the Heads of PE who were the prime-movers: "you had the Head of PE, somebody in charge of Key Stage 3, 4, and 5 – and they were allowed to really develop the areas (T29). It was suggested that: "the decisions will be made by the Heads of Faculty" (T39) with the result that "it's entirely down to the Head of Department's decision to what the department offers" (T33).

In this regard, Heads of PE themselves expressed views along similar lines: "I was very keen to do it when I first started here, to bring something new in"

(T19), and “I stuck my hand up and said, Right I think we should do it. I’ll plan it, I’ll organise it, I’ll deliver it” (T22). Hence, some explained the adoption and development of PE qualifications in autonomous terms as if the teachers and their departments initiated the development: having “looked at the options” (T23), “it is down to individual subjects, what courses we offer” (T33). Many of the PE teachers observed that developments within 14-19 PE had been “very much a department-led thing” (T10): “it came from us and I think we pushed for it” (T10). In this regard, many teachers, rhetorically at least, appeared keen not only to play up what they viewed as their own role(s) in shaping departmental and school strategies towards 14-19 PE but also the supposedly democratic dimension to decision-making: “you make the decision within your faculty, so it is led like a democracy really” (T37).

Very often, nevertheless, developments in 14-19 PE appeared to reflect the interdependence of PE departments and management: “[the] Head of PE and the Headteacher both together, decided that we wanted to introduce these courses” (T43). Therefore, the Heads of PE may not have had full autonomy to implement such curriculum changes, and this apparent element of choice for them must be seen within the context of key figures in schools (such as senior management) who were at the same time developing their own strategies, for example, with league tables in mind.

Although the PE teachers in the study tended to focus on the roles of junior staff (Heads of PE) and senior staff (Headteachers and SLTs) in developments in the

14-19 PE curriculum, they also pointed to significant others in their subject network, such as pupils themselves and their parents. Many appeared keen to point out that developments in 14-19 PE in their schools had been the result of demand from students: “ultimately, I think the demand was there by the students, as the students were wanting to pursue other qualifications down the sport and PE line. So they kind of like voted with their feet because there was that demand there” (T2). Hence, it was explained that once the students declared their interest in PE-related qualifications at the ages of 14 and 16: “we started to add in things. And that is how it has grown” (T17). In this context, the teachers were keen to flag up the ‘democratic’ or, at least, consultative nature of the relationship between the PE department and their ‘customers’: “the stakeholders really should be the children” (T11), thus “they get a say in what they want” (T40), with the result that “rather than pupils being directed into a pathway, the pupils were allowed to pick pathways themselves” (T1).

Despite many teachers’ inclination to explain developments at the *intra*-school level, some acknowledged the significance of the *inter*-school dimension and, in particular, the significance of their own pupils in influencing developments: “[pupils] are so aware of what is going on in other schools” (T2) and “they’re asking themselves the question, if a particular course is being offered down the road, why isn’t our school offering, you know, a similar course? That’s one reason how it came about” (T2). It was suggested that the competitive environment in which schools were competing for pupils meant that, as well as being constantly aware of what was happening in other PE departments locally, teachers were also required to pay heed to what their own pupils had to say

regarding PE-related qualifications. For instance, many teachers explained the shift towards vocational qualifications in terms of their pupils wanting “more hands-on experience…they were asking for more practical work, more work-related, you know, more coaching, more leadership” (T2).

Linked to the significance of pupil choice for teachers’ and schools’ strategic responses regarding 14-19 PE, it was suggested by some of the teachers that “more and more parents realise that PE is a big motivator for pupils” (T1). Overall, “parents seemed really pleased that we are offering more opportunities for their child to gain more qualifications … they seem pretty happy with it” (T43), Indeed, “when we have been introducing PE as an option to do, such as the BTEC, their eyes have lit up” (T43). This was not teachers’ universal perception however with on teacher reporting: “parents were quite negative at first, and it was because they didn’t know about the qualification, and they were worried that if their child did this qualification they wouldn’t go to university” (T14). The teachers believed that, in some cases, “pupils want to do it, but parents may be dissuading them” (T28). But, it was suggested, parents are “becoming more and more informed about the type of qualifications … and the fact that more universities are recognising it, and taking it on board” (T1). So now “more academic students who wouldn’t have chosen PE, probably because of parental influence are now choosing it” (T14). Hence, it was noted that: “they are supporting, and they are encouraging, you know, their sons and daughters to opt for PE and sport related courses” (T2).

However, in the context of pressure exerted by their “customers” (i.e. pupils and their parents), it is suggested that such an observation by PE teachers may be seen to be evidence of a somewhat basic (if not naïve) understanding of the processes at work in regards to curriculum developments in secondary schools. Such developments in 14-19 PE are more likely to be determined by a focus within schools on examination results and league table positions, rather than being based on the ‘whim’ of pupils and their parents.

The context of change – a competitive (local) environment

Many of the PE teachers in the study spoke of the “competitive environment” (T38) in which they operated. For instance, the teachers spoke of the significance of *inter-* and *intra*-school competition. In terms of *inter*-school competition, when they came to explaining the growth of 14-19 qualifications in PE they were acutely aware of what was being offered in other local secondary schools in terms of PE-related qualifications. Further, this created a context of “pressure” (T38), in the form of “competition from other schools” (T2): “We knew that other schools were doing it” (T10) “and we saw how their ‘value-added’ was going up” (T45), and “seeing their results in the PE faculty improving, we wanted a slice of that cake, basically” (T13). Having “seen the success at other schools” (T39), the teachers took the view that at the very least, “everyone else does it, so we should do it” (T23). This sentiment was exemplified in the experiences of one Head of PE who explained that “it’s important that we are aware of what other schools are offering and, you know, at the very least we

need to offer what they're offering, if not more" (T2). In relation to feeling the need to follow the example set by their local rivals, it is suggested that this is evidence of how PE teachers were acutely aware of the threat to their own standing. They appeared to appreciate that if they did not accept such developments, they could be "left behind" (T12). In other words, schools have to compete against their 'local rivals' or face potential closure. In this context it was evident from the responses of very many of the PE teachers in the study that schools "are fighting for our lives to stay open" (T52). More specifically, the teachers referred to an educational landscape for secondary schools in which "we're all fighting for these children" (T50). One teacher commented, it's "a complete battle for students" (T46). It was suggested that: "you've got to move with it, or you just get left behind - your kids will go somewhere else won't they" (T12). Therefore, the teachers felt compelled to respond to the need to attract students: "you need to offer what is wanted" (T38).

In terms of *intra*-school competition, many of the PE teachers identified another challenge to which they had to respond, noting that: "the problem we have with 14-19 [is that] there is such competition between subject areas" (T3) – "we are competing against every other curriculum area" (T3). Such a situation was illustrated by one PE teacher who recalled that one of their colleagues, from another subject department, had told some of their pupils that "you shouldn't be doing that [PE], you should be doing my subject" (T44). Interestingly, it was observed by many of the PE teachers in the study that they were actually doing very well based on the premise that they were becoming increasingly successful in attracting pupils to take qualifications in their subject area. This

was evident when it was highlighted that “we have got larger numbers doing [14-19 PE]” (T37), in fact one Head of PE noted that: “we’re an over-subscribed subject” (T21).

In a similar vein, it was suggested by many of the PE teachers that “PE is absolutely crucial to attracting students to schools” (T30), and when 14-19 PE is offered, “more students come to our school” (T17). Interestingly, the opposite was also evident, in that it was noted that some pupils “tried to move school when they found out that we weren’t doing GCSE PE” (T50). It is suggested however, that in espousing the importance of 14-19 PE in attracting young people (both into schools and the PE departments), PE teachers demonstrated a somewhat biased impression of the impact of 14-19 PE in schools. For instance, none of the PE teachers were able to provide evidence to substantiate such claims that PE, over any other curriculum subject area, attracted pupils to their schools.

While the teachers were acutely aware of the need to compete, they expressed disquiet and dissatisfaction with this state of affairs: “unfortunately, we do have to compete against other subjects” (T25), because “if you’ve not, then you won’t get the kids” (T51), but it is “quite sad really that you’ve got to be like that” (T51). Indeed, many of the PE teachers in the study commented that they “didn’t get into school to compete with other subjects” (T51). However, the perceived costs of failure in this internal market were very clear: “Some subjects aren’t running next year” (T51). This was seen as an unintended consequence

of 14-19 in general: “there’s a lot more qualifications on offer than there used to be and, for that reason, everyone’s fighting for their subjects” (T16). Therefore, it was noted that “PE has to fight its corner” (T3), and “if it has a knock-on effect to other subject areas, so be it (to a certain extent). I’m sure they would say exactly the same thing for their own subject” (T23). It is suggested that such a perspective may be seen to be evidence of PE teachers demonstrating an acute awareness of their own standing and status in their schools. They appeared to be aware that if they did not accept such developments and compete for pupils, not only against their colleagues from other subject areas in their school but also against other local schools, it could ultimately put their position (job) in jeopardy. This feeling was exemplified by one teacher who suggested that: “obviously you want pupils to choose you at Key Stage 4, because if you don’t, then you’ll lose a staff member, if you’re not that popular” (T27).

It was clear that the teachers felt relatively powerless in this context: “it’s nothing you will change. It’s nothing that you can argue against. If that is what the school requires you to do, and that’s what is on their curriculum….you have to do it” (T24), quite simply, “that’s what we’ve got to do” (T20). One PE teacher went as far as to say that he felt “like a piece of meat” (T23) insofar as he felt “orchestrated in what you want to do” (T23).

Such a setting (whereby schools are in a competition to attract local young people) led some of the PE teachers to suggest that they see themselves

working in more of a business-style, market-driven environment, where they have to compete for pupils, or clients or customers. In this respect, a Deputy Headteacher put forward that:

> "people have got to appreciate that schools are a multi-million pound business and the first thing you've got to do, is get pupils through the door, just like any sort of big business, if you don't get the customer base, if you don't get the clients coming through the door [then you are finished]" (T30).

Within this competitive climate (both between and within schools), while not quite using such terms, without exception the teachers in the study at all levels referred to what amounted to the 'marketization of education'; whereby schools are operating under a free-market system, within which they are duly offering 'services' to their 'customers', the pupils. It was apparent that all of the PE teachers recognised that their schools and, by extension, their subject had become part of an educational market-place and as a consequence, were obliged to respond to market pressures as they found themselves "in a results-based industry" (T48). On this point, some of the teachers suggested that it was "almost turning education on its head" (T51), because "it's almost like a business now" (T51), "a competitive business" (T2), which resulted in teachers having to "market our school to attract children into our school" (T3).

The context of change – National influences

Although they tended to focus on the local context when explaining 14-19 PE developments in their schools, the PE teachers in the study were very much aware of the wider 'national' educational and socio-economic context including, among other things, government 14-19 policy initiatives such as, performance targets, school league tables, and the Specialist Schools programme which had, in various ways, set the contextual tone for developments in their schools. In this respect, it was suggested that general 14-19 developments "very much depend on the government" (T19), as "they are the powers that be" (T11).

Without exception, the PE teachers observed that they were constrained by the utility of 14-19 PE (to their schools) and, more specifically, the way in which examination results had become a proxy measure for departmental as well as individual teacher's success: "We're judged as a PE department on our 14-19 performance with results" (T33), meaning that "obviously we are results driven, and results come first" (T17), giving rise to "more pressure for results" (T20) in order to "improve the overall results of the school" (T29) because "schools are measured on results" (T9). This situation was explained thus: "I think we're in a results based industry at the minute" (T48), meaning that "at the end of the day, it's down to results, and if we don't provide results, the school won't be here" (T20). In reflecting upon this "results driven" system, it was observed that: "that's the Government putting it on us. That everybody looks at our school for five A-Cs, including English and Maths" (T21), which means that "in the end,

that becomes the driver of the curriculum, it becomes the driver of the staffing, it becomes the driver of the facilities" (T35).

For very many PE teachers in the study, the biggest single contextual influence that they viewed as having clear ramifications for them and their departments, vis-à-vis 14-19 PE qualifications was school league tables. The PE teachers were very much aware of the need for pupils to successfully complete qualifications between the ages of 14-16 (such as GCSEs), and 16-18 (such as A-Levels), as this would then positively impact on their schools' standing within the national school league tables. In this respect, it was noted that: "because of the pressure of the league tables, it's going to be an expectation that children come out with some kind of [PE] accreditation" (T3). A number of teachers attributed some of the particular 14-19 PE developments in their schools as having "come from a feeling that…we seem to be quite low in terms of league tables" (T41). Subsequently, it was suggested that "we live in a very cynical world now in education and it's all about league tables" (T20), which means that "the pressure is on attaining these external targets" (T35), which results in "teachers coming from the point of view that qualifications and results are what's important, because ultimately that's what schools are judged on, and it's all about meeting targets" (T2). It was further proposed that such a situation is "all a game, to make your results look better. It's a massive game" (T50), and that "there's always that game that has to be played" (T12). In rationalising this situation, a Headteacher commented that:

> "I just think it's the environment that we exist in. There has to be some benchmarking around schools. And I believe that there is no easy way of judging comparable performance, but we need to be publicly accountable, publicly judged, and if it is around a measure of the number of GCSEs and that, then we just have to live with it. And I think you know the deal when you come into it, don't you! You've just got to accept it really" (T46).

It is noteworthy that insofar as developments in 14-19 PE were seen to have been generated for the benefit of pupils: "it's for the students to allow them to achieve success" (T34), it was noted that such developments also provided benefits for schools, and PE departments: "[it will] have an impact for whole school improvement as well" (T34). In elucidating such an outcome, it was suggested that by pupils being successful in their 14-19 PE qualifications, such successes were seen to have "increased attainment whole-school" (T11), and as a result impacted positively on their schools' league table positions. In this regard, all 17 of the Heads of PE and 25 main-scale PE teachers, as well as many of the 10 who were now part of their schools' management, highlighted not only the rapid growth of 14-19 PE, but more especially its rise to prominence within their schools, something which they attributed largely to its significance for their schools' over-arching examination (and, therefore, league table) successes.

By way of explanation, one PE teacher spoke for many when they observed that within the context of 14-19 PE curriculum developments: “the aims would be to give every student the opportunity to achieve a level C or above” (T13), “getting as many A [grades] as they possibly can” (T22). As a result, it was observed that: “attainment and achievement levels obviously improved” (T17), indeed “results shot up over the years” (T39), meaning that “attainment is just going through the roof at the moment” (T17). Specific illustrations of this were also provided by a Deputy Headteacher who observed that: “PE and sport had raised whole school achievement, by 12%, from 50% to 62” (T1). Likewise others noted: “there’s been a 10% increase in the students gaining 5 GCSEs A-C, with English and Maths. So it’s gone from 29% to 39% in one year” (T13), and “if you go back 4-5 years ago, the school was 23% five A-Cs, and last year we got 82%. So we’ve had a considerable improvement” (T30).

Many of the teachers suggested that “in terms of actual GCSE and BTEC attainment, the results….have gone on and on and on, much, much, much higher” (T18) and “in terms of the big picture, and the five A*-C, the PE faculty contributes massively to that” (T1). In nearly all instances, it was suggested that due to rising levels of achievement, developments in 14-19 PE had indeed not only been good for pupils, but also for schools as a whole, a state of affairs which one PE teacher suggested was “a win-win situation” (T20). At this juncture, it is worthy of note that inevitably the cost-benefit analysis regarding anticipated pupil success centred around the interests of the teachers themselves as well as their departments and schools: “is it good for my school?

Is it good for my results? Will it get me up the ladder to number 6 instead of number 7?" (T12).

In explaining how 14-19 PE had impacted upon whole school achievement, a key mechanism was identified: "implementing the BTEC First programme raised whole school achievement" (T1). Hence, in a drive to increase 'whole school achievement', the impact of an increasing use of vocational options (particularly BTEC Sport courses) was specifically highlighted by all of the teachers in the study. Such an approach whereby vocational qualifications, which were described as: "more work [employment]-related" (T2), focused on "coursework" (T16), "not exam-based" (T7), were being increasingly offered to pupils by PE departments, was based on the principle that PE teachers had discovered that "kids perform better at coursework-based qualifications rather than examinable qualifications" (T37) and "that's been proven with figures of 100% pass rates at the BTECs, to less than 50% pass rate at A-C in GCSE" (T37). Consequently, vocational options were used within PE to provide "an opportunity to develop our students and provide us with great, better results" (T42). It was also noted that pupils "would get two or four GCSEs" (T18) "because they had studied BTEC Sport" (T1). As a result, it was suggested that "BTEC was possibly the best qualification for the students [as] maybe that was the way for them to get better grades" (T8), and moreover "they're actually one step further on in getting the magic five that we need" (T46). Such an approach by PE teachers demonstrates how mindful they are of the pressures of external measures (such as school league tables), and the consequent need for their pupils to attain qualifications.

That said it was readily apparent that one of the perceived mechanisms by which teachers could enhance the accreditation performances of their pupils was to tailor qualifications to the perceived characteristics of their school populations, especially those youngsters who could not cope with the demands of academic PE. Hence the view that: “for some of our students the BTEC is an absolute God-send. They’re able to learn in a way that suits them and it keeps them engaged. As opposed to the more traditional style of working for two years for one exam at the end of it” (T49). Linked to this, it was suggested that such an approach supports pupils “who maybe haven’t got the academic skills to maybe go the A-Level route, and who aren’t particularly good at sitting exams, under pressure” (T12). Furthermore, all of the PE teachers claimed to have catered for particular groups of youngsters with particular strengths and weaknesses, directing the less capable, *in sporting terms*, towards the BTEC route: “we’ve realised the practical ones tend to do the GCSE and the non-practical ones tend to do the BTEC” (T29) because “some of our better students haven’t been performers” (T14) and “if they haven’t got sports and things like that, it doesn’t suit them, and they should be on the BTEC” (T15). Hence, “it made sense therefore to move over to the BTEC – where their performance doesn’t matter as much” (T10). Thus, although the shift towards vocational qualifications in the 14-19 PE curriculum was often portrayed by the teachers as being in response to the needs and preferences of their pupils, it was clear that they were more adequately explained as a reaction to the ‘academic’ demands of GCSE and A-Level.

In this manner, the teachers spoke as if there were clear blue water, both conceptually and in practice, between the vocational and academic pathways and respective qualifications. Their subsequent comments, however, suggested that, in truth, the distinction was more apparent than real. The evident confusion was, it seemed, a result of the teachers' perceptions that what made a qualification 'academic' centred not so much on the cognitive and theoretical contents, but, rather, the *mode of assessment*, and more specifically, whether a course was assessed using so-called 'high stakes' examinations or various forms of coursework. This confusion, not to say contradiction, was best illustrated by the BTEC Sport, nominally a more vocational qualification but which appeared, in reality, every bit as 'academic' (in the original sense of the term) as GCSE PE, insofar as it revolved around classroom-based theory. The BTEC First Sport course and GCSE PE, for example, were both referred to as Level 2 qualifications and involved very similar content; the only substantial difference being the way in which each was assessed: examination in the case of GCSE and coursework in the case of BTEC Sport. Thus, the main factor that appeared to weigh on the minds of the teachers when deducing the likelihood of pupils' success in various qualifications, and especially BTEC Sport in comparison with GCSE PE, was the mode of assessment of particular qualifications. For example, whether they thought their pupils would be more or less likely to succeed in examinations or coursework rather than benefit from the wider vocational benefits of coursework such as presentations. One teacher noted: "students might not be particularly good in that examination kind of situation, so why then would we propose a curriculum…based on external examinations" (T42). In this vein, as the interviews developed, the teachers

began to emphasize what they viewed as the pragmatic and strategic elements to the evident shift towards vocational qualifications, and BTEC Sport specifically, within their departments and schools.

The teachers in the study made clear that, over time, in the drive for improved results (and improved league table scores), vocational qualifications had been increasingly prioritised by PE departments – often in preference to rather than alongside academic options. This was because the vocational qualifications such as BTEC did not emphasise the need for 'sporting performance' or the ability to cope with the demands of the more academic qualifications (examinations in GCSE, for example). In this respect, the teachers clearly viewed the decision to move towards vocational qualifications (such as BTEC Sport) and away from academic qualifications (GCSE and A-Level PE) as vindicated by the way that vocational (BTEC) courses: "expanded, and grew very, very quickly" (T14) as "more and more pupils are picking vocational rather than GCSE" (T1), and "a lot of A-level students over the last couple of years have dropped down onto vocational" (T1), thereby reinforcing (and adding impetus to) the strategic decision to shift towards BTEC. Such pragmatic sentiments were expressed by one teacher: "why bang our heads against the wall, trying to get these kids through A-Level…what's the point? Let's do BTEC" (T22).

Thus, it was evident that a strategic decision had been taken at some time in the recent past to move towards BTEC (or similar vocational qualifications), with

the upshot of this appearing to be at the expense of so-called high-stakes GCSE examinations in PE, because these were seen as more likely to enable their children to succeed. They were deemed easier insofar as they relied less upon what were perceived to be “academic” abilities (such as rote learning) as traditionally required for an examination-based approach to assessment, in favour of the skills required for a more coursework-based approach. In this regard, many teachers made it very clear that they had deliberately and strategically steered towards “the vocational route” (T12) and “moved away from GCSE and A-Level, and replaced it with BTEC Firsts and BTEC Nationals” (T37), in their drive for improved whole school results.

For such reasons, the introduction of BTEC appeared to have sounded the death-knell for GCSE PE in many teachers’ eyes: “it meant GCSE PE was going to go” (T27). Some reported that they had: “actually dropped the GCSE now. We just do the BTEC Diploma” (T26) and “they didn’t do GCSE PE at all. Everybody did BTEC” (T15). In a similar vein, several teachers commented to the effect that “we’ve had to drop A-Level PE” (T8). On the other hand, however, some teachers expressed concern that the vocational qualifications had taken the subject backwards. A number of teachers expressed particular concern regarding the diminution, even loss, of academic PE, especially in the form of GCSE PE. These teachers’ dissatisfaction with the unintended and undesirable consequences of the shift towards vocational PE qualifications led to some deliberately seeking to regain academic credibility and educational esteem within their schools by offering both academic and vocational opportunities to their pupils. Subsequently, several teachers observed that:

“we’re going to reintegrate the GCSE and A-Level for our higher attaining pupils” (T37), thus offering “BTEC alongside GCSE, so that we are accommodating more of the needs” (T6), and as a result “all students do either GCSE PE or BTEC Sport” (T13), thus trying to offer “something for everyone” (T19). In this manner, the teachers tended to explain their choice of qualification in terms of catering for their students’ needs. It appears more likely, however, that in the context of the perceived pressure to get results (and consequent league table scores), the teachers were performing a kind of ‘cost-benefit’ analysis relating their students’ perceived abilities with the likelihood of success in particular qualifications.

Accordingly, it was observed that in the context of the prominence given to school league table results, PE teachers had reached a kind of grudging acceptance of the position they found themselves in: “that’s reality and we live in a results-driven world, so that’s what we’ve got to do” (T20) – “it’s nothing you will change. It’s nothing that you can argue against. If that is what the school requires you to do…you have to do it” (T24). Conversely, disquiet was also evident, when it was outlined that “we are so wrapped up in league tables, results, performance targets - and because of that there are children missing out” (T3), which it was observed “is a bit of a shame” (T12). It is suggested that this context in which PE teachers find themselves may be taken to represent an important underlying factor in the development of 14-19 PE, in that, although PE teachers altruistically advocated that developments are “all about the pupils”, in reality, the determining factors impacting on developments appear more likely to be pressures such as external measures (i.e. school league tables). This is

reflected in one teacher's remark: "schools are now a place where you need to have qualifications, you need to have results, schools are measured on results, pupils are measured on results" (T9).

From the findings from this study, it was also evident that a key national educational policy which had impacted on the development of 14-19 PE in English secondary schools was the Specialist Schools initiative, and more specifically, the opportunity for secondary schools to attain specialist Sports College status. Very many of the PE teachers who did, or had, worked in a Sports College, identified the significant impact that Sports College status had had on the development of 14-19 PE: "the biggest reason for all the [14-19] change was because we were a Sports College" (T17). Indeed, Sports College status was perceived by very many of the PE teachers in the study to be: "a huge factor, absolutely huge factor" (T18), as it is "the specialism that has moved things on" (T25). This direct link between Sports College status and 14-19 PE curriculum developments was made abundantly clear: "being a Sports College, it just drove everything else" (T12), and as a result, "because we are a Sports College, we've made it a move this year where we've offered every single student going to Year 10 a PE programme" (T14). Against this backdrop, one Head of Department stated that: "one of my targets is that every child in my Sports College comes out with a Level 2 qualification in PE" (T3). In this regard, it was suggested that "within that sports specialism there was this understanding that we would be able to deliver an increased amount of qualifications within the sporting realm, which were to include your GCSEs, your

A-Levels; but also an increased amount of sports volunteering and coaching qualifications" (T24).

The PE teachers in such schools offered the view that Sports College status enabled as well as constrained them towards developing PE qualifications. It enabled them by giving them "the time, the money, the resources that were available" (T29), particularly in the form of time on a crowded 14-19 curriculum: "as a Sports College, we were given more time on the curriculum" (T18), which "allowed us to do a range of courses" (T29); "I don't think we'd have been given the time on the timetable to offer these accreditations" (T19). Hence, there was a consensus that Sports College status: "has allowed us to really improve our provision" (T19).

Many PE teachers in Sports Colleges spoke of the ways in which this status led to their positioning as "the lead department in the school" (T16) in 14-19 developments, in fact, it was suggested that they were "*expected* to lead from the front" (T20, emphasis in the original), especially in relation to developments within the 14-19 curriculum. PE teachers in Sports Colleges therefore felt a responsibility, if not a duty, to be the lead department in their school: "it's important that it's seen as the beacon subject" (T29), "a flagship subject" (T20), "a leading light" (T42), indeed, "we need to kind of be at the forefront" (T9), "at the helm of the school" (T18), because "the fact that we are a Sports College, has projected us to that position" (T20).

Indeed, with regard to leading the way within the 14-19 curriculum, it was reported that PE departments, and PE staff therein, had been very successful. For example, it was suggested that: “to be fair, we’ve had a lot of success as a Sports College – driving whole school standards” (T19), “and attainment” (T25) as, for example, “results jumped with the first year of Sports College” (T25). Within such a context, it was argued that: “the specialism is driving the excellence of the school – driving the academic excellence as well as the sporting excellence in the school” (T11), meaning that “our increasing results, our increasing numbers participating and being involved in qualifications, and all of that’s linked to the school being a Sports College” (T24). In this manner, those teachers in Sports Colleges spoke approvingly of the ways in which PE was “driving the excellence of the school” (T11).

In summary, it is suggested that the introduction of specialist Sports College status appeared to have provided PE teachers with the opportunity to further develop and expand the 14-19 PE provision within their schools, and go beyond what they had managed before in regards to the range of provision possible – an opportunity that they seem to have taken with both hands. It is suggested that such an opportunity was taken, partly with a genuine concern for the betterment of their pupils and their schools, but also partly due to PE teachers being mindful of the outcomes for themselves that Sports College status could afford them, that is, an increased status for their subject, their department and themselves.

At this point however, some caution is needed, in that PE teachers saw that in the future in the national context of government policy relating to the 14-19 curriculum, emerging policies might detract from the previously witnessed expansion of 14-19 PE. This was specifically evident in government policies relating to: (i) the planned reform of academic qualifications, and (ii) the introduction of an English Baccalaureate.

It was apparent that all of the PE teachers in the study were aware of contemporary government thinking in relation to the 14-19 curriculum, particularly in regard to the planned reform of academic qualifications (i.e. GCSEs and A-Levels) and an attempt by the government to develop more rigorous academic qualifications. With regard to the proposed changes to academic qualifications, it was outlined that there would be: a removal of the modular structure of these qualifications; a move towards linear assessment (meaning one examination at the end of two years of study); the removal of the coursework mode of assessment; and a greater emphasis on the importance (i.e. weighting) of examinations.

In reflecting on such reforms to academic qualifications, a difference in opinion was noted between the PE teachers, whereby some were supportive whilst others foresaw issues. For instance, for those in support of the suggested reforms it was pointed out that “Ofqual have proved that there are aspects of

the O-Level courses (all those years ago) that actually now appear as part of the A-Level course, in even the most academic subjects such as Maths and English" (T25), which it was suggested is evidence that "our academic standards really have gone to pot" (T35). For those opposed it was commented that such reforms might mean "an emphasis on more traditional activities" (T33), or as some saw it a move back towards "the old O-Level, CSE, A-Level" (T37), meaning that "we will go back to what was happening 20, 30 years ago" (T37), which could result in pupils "studying for two years and then they have an exam at the end" (T51). However, problems with such an approach to assessment were identified when it was argued that "once you've got an exam at the end of 2 years, in Year 10 they don't see the light at the end of the tunnel, and it becomes hard work" (T10), because "a lot of our kids can't see that end" (T49).

In light of such observations, it is suggested that nearly all the PE teachers generally espoused an altruistic pupil-centred perspective concerning the provision of 14-19 PE in their school. However, they were acutely aware that the suggested reforms within the 14-19 curriculum could impact on the level of their pupils' attainment, which could impact on their schools' league table positions, which in turn could impact on PE departments and PE teachers themselves, a situation that all of the teachers were keen to avoid.

In relation to the national context of government policy relating to the 14-19 curriculum, it was also noted that "we will probably have a kind of baccalaureate

pathway" (T29), as "the government have created this new benchmark, this new award, which we're going to be measured on" (T34). This proposed new award, the English Baccalaureate, would focus upon pupils attaining five GCSE qualifications in the subjects of English, Mathematics, Science, a Humanities subject and a foreign language. However, it was suggested by many of the PE teachers that such an approach would lead to "a very narrow curriculum" (T35), due to there being an increased focus on what one PE teacher saw as a curriculum based on "traditional grammar school Maths, English and British History" (T38). As a result of structuring 14-16 education in this manner, it was commented that such an approach might at the same time mean that other subject areas would be diminished. In this regard, it was observed that the proposed English Baccalaureate would not include PE, which for one PE teacher reflected the view that "our subject is deemed not as important as others" (T39).

As a consequence of such proposed curriculum developments, it was suggested that there could be many repercussions for PE teachers, such as: fewer 14-19 PE opportunities due to the prominence of the five core subjects; less funding for PE departments; and on a personal level, potential job losses, as with a focus on the proposed English Baccalaureate, "jobs will go" (T39). Indeed, it was argued that potential impacts of the introduction of an English Baccalaureate qualification for PE departments (and by extension PE teachers themselves), could mean losses both in terms of curriculum time and financial support allocated by senior management in secondary schools.

The impact of the development of 14-19 PE

It became apparent that the perspectives of PE teachers regarding the impact of the developing 14-19 PE curriculum in English secondary schools centred on what they perceived to be the benefits of 14-19 PE for their pupils and themselves.

The impact of 14-19 PE for pupils

In discussing the impact of the development of 14-19 PE, all of the PE teachers in the study agreed that this had impacted on their pupils and generated outcomes for them, which were in some cases foreseen and intended, but in others, unforeseen and unintended in nature.

Increasing pupil motivation, engagement and attainment

In particular, it was suggested that by being involved in the 14-19 PE curriculum in secondary schools, pupils would benefit, in that they would not only be more motivated, and therefore more engaged with their education in Key Stage Four and beyond, but they would also achieve more (although it was not suggested

that this was the case for all children). In the words of one PE teacher: “they’ll get a more enjoyable experience in school, but they’ll also probably attain better as well” (T20). In exploring what PE teachers in the study saw as the foreseen and intended outcomes of 14-19 PE for their pupils, nearly all of the PE teachers were in agreement that for the majority of pupils (but by no means all), 14-19 PE can be used as “a big motivator for pupils” (T1), as 14-19 PE raises “the levels of aspirations for children” (T3). Subsequently, it was commented that “what 14-16 PE clearly brings to this school is the engagement of students” (T46), because pupils want to “continue in education, within sport-related courses” (T6), they “like sport and they want to get a qualification out of it” (T8). Other comments made included that 14-19 PE has “definitely helped retention” (T10), as “sport is a great tool…to keeps kids in education” (T1). Thus, it was suggested that for PE teachers offering 14-19 PE qualifications: “you’ll have no problem with engaging them, and no problem with motivating them” (T9), because “they really enjoy it and it keeps them engaged” (T49).

Interestingly, it was noted that such motivation and engagement with 14-19 PE-related qualifications was not equally shared by boys and girls in secondary schools. It was observed that 14-19 PE was “male dominated” (T12), with only “a handful of girls in each class” (T50). One Head of PE suggested that such a situation had emerged because for many girls, “they get worried about their body shape and everything” (T50). However, it was evident in some of the responses from a few of the PE teachers that this gender imbalance may be changing. For example, it was suggested that “more females have found it” (T43), “there is a higher percentage of girls than we had in the past” (T6),

meaning that although previously “it was probably a sort of 75%/25% split……now it would probably be maybe 60/40” (T12). In attempting to explain this shift, a few female PE teachers spoke from their experiences, and put forward that: “the girls particularly like the coursework-based approach, they like being able to create nice fancy posters and that sort of thing” (T6). It was also identified that changes had been made to the organisation of 14-19 PE lessons in order to improve the experiences of female pupils: “the decision was made to set the groups, to separate them based on gender as well, so we had male and female groups” (T34), and furthermore, “they’re going to be taught by a female PE teacher, whereas in the past, if they did GCSE PE, it could well have been a male PE teacher” (T6).

Alongside the perception that 14-19 PE can motivate and engage pupils (not only in PE, but also in their education more widely), it was also suggested that an intended outcome of involvement in 14-19 PE for pupils was “increased and improved attainment” (T20), in terms of an increase in the number of qualifications they obtain, and at the same time, “to increase their amount of good grades” (T25). In referring to the discourse relating to the 14-19 curriculum more widely, with its focus on increasing “the amount of accreditation the pupils were receiving” (T25), which it is suggested emanates from the government’s target that all children at 16 years of age should leave Key Stage Four with five good GCSEs (or equivalent) graded A*-C, the views of very many of the PE teachers in the study reflected that: “the big thing about 14-19 PE is ultimately what they leave with” (T22), “it’s about qualifications” (T43).

It was further suggested that through 14-19 PE improved attainment was particularly evident for pupils who maybe “wouldn’t get anything elsewhere” (T15). One teacher stated that for those pupils “who maybe are E, F, G pupils, we get them C grades” (T10). Indeed, it was noted that “we’ve got kids who fail at everything” but “they get a GCSE in PE” (T40). In this regard, it was proposed that 14-19 PE has given “quite a few of the lower ability students….a chance to get at least one decent grade” (T44). Moreover, it was also suggested that “if they are succeeding within PE, and they are feeling success, it will then start to impact on other areas across the school as well” (T34) in that, “if they can achieve things in PE and overcome the challenges that we put forward, then we hope that they’ll take that into other areas of the school” (T49).

As a result of such outcomes, it was suggested by very many of the PE teachers that 14-19 PE can reach all pupils. For example, teachers explained: “we hit all kinds of pupils from high ability to low ability” (T3), thus opening “options up to a broader range of kids” (T12). However, it is noted that there was an element of vagueness within these statements, as although it was put forward that pupils’ individual needs may be met, there was no explicit explanation of what these needs actually were, and how they would be met through 14-19 PE. It seems that PE teachers were inclined to regurgitate the rhetoric of *choice* and *needs*, which has become commonplace in policy and political discourse surrounding education in recent decades, but seldom actually stated in specific terms what exactly they were referring to. Moreover, despite

the teachers' rhetoric of choice, it was noted that PE is still a statutory subject in Key Stage Four and therefore pupils do not, in fact, have a choice but may be compelled to participate: "in terms of National Curriculum PE, you still have to do it, 14-16" (T44). It was also apparent that some schools ran a system whereby pupils were compelled to take a PE-related qualification, for example, "offering the accreditation at Key Stage Four as compulsory" (T19), meaning that "we have got everybody doing GCSE PE or everybody doing BTEC or one of those courses" (T39), meaning that again there was no pupil choice.

The process of making 14-19 PE qualifications compulsory for pupils in Key Stage Four was explained by one PE teacher who noted that: "the whole cohort would do some kind of GCSE PE, and because of that, every year the GCSE results have always improved significantly" (T13). Similarly, it was commented that such an approach had "done a lot to raise whole school standards" (T19), in fact "improve our results exponentially" (T13). It was particularly evident within the findings that compulsory PE qualifications had become common place. For example, one teacher stated: "with the introduction of the Sports College [status], all of our students did GCSE PE" (T13), whilst another noted: "all pupils would follow a PE accreditation – whether it be a BTEC sport pathway or a GCSE pathway" (T19). In this manner, it was suggested by some of the PE teachers that pupils "are almost forced into doing it" (T20) – "everybody has to do it. There is no choice / no option. We will guide them towards whether they are best suited to either BTEC or GCSE but that's as far as it goes" (T49).

Moreover, this may be seen as evidence that PE teachers have their own and their schools' interests uppermost in their minds with regard to improving results / grades for pupils, in that PE teachers and senior management were using 14-19 PE as an agent of the schools' strategy to drive up pupil attainment. Although it was often suggested that this was for the benefit of their pupils, ultimately PE teachers, their department and the school, would be the beneficiaries in the form of improved school league table positions. It is suggested that if PE teachers and senior management were genuinely primarily concerned with their pupils first and foremost, they may not follow such a course of action, as compulsory 14-19 PE is "not right for everybody" (T42). For example, some pupils may lack the physical skills required to achieve high grades in GCSE PE and A-Level PE, whilst others may simply not have an interest in the subject, or indeed the desire to want to attain a PE-related qualification. In the words of one PE teacher: "there is no point putting children through a GCSE qualification in PE, when they have no interest in it" (T3).

Developing transferable skills

Another intended outcome of offering 14-19 PE qualifications was related to the wider educational impact on pupils. By completing PE-related qualifications, it was suggested that pupils would be able to develop "the key skills that employers and universities are looking for" (T2). In this regard it was proposed

that pupils “can just up-skill themselves with these qualifications” (T15), which for all of the teachers in the study, meant that through 14-19 PE pupils are able to develop: “social skills, cooperation skills, leadership” (T9), “communication, teamwork” (T2), “general organisation skills” (T32), “skills in terms of being able to think for themselves, and be independent” (T16), “higher order thinking skills” (T47), and “skills to be able to sell themselves and make themselves more employable” (T39). It was further suggested that involvement within 14-19 PE helped pupils develop “in terms of their self-esteem, in terms of their behaviour, in terms of their attitude” (T30), “determination, focus” (T52), “improving attendance” (T30), “reliability, responsibility” (T49), “aspirations, engagement, enjoyment, health, marketability, a feeling of success” (T40), “confidence, belief” (T33), “it gives them this sense of well-being” (T35) and “and a sense of worth” (T18). It was even commented that “it teaches them sort of morals” (T48). Hence, it was suggested that participation by pupils in 14-19 PE was “not just about the qualification at the end” (T42), but rather it was also about providing a holistic education for pupils, about developing skills which can “set them up for life” (T21). This was a general sentiment amongst all of the PE teachers, which was expressed by one Head of PE who commented that: “I don’t just teach PE, I teach a whole range of things, to make a more rounded individual” (T52).

Two mechanisms were seen by the teachers to lead to the development of ‘life skills’ in young people through 14-19 PE. The first mechanism (particularly evident within GCSE and A-Level PE) was that pupils were now given the opportunity “to do different roles” (T20), “the likes of refereeing, leadership, coaching and things like that” (T24). This meant that, both within practical PE

lessons and also within their GCSE and A-Level PE summative practical assessments, pupils “lead within that, they coach within that, and be an official” (T21). Consequently, it was suggested that involvement in such roles of responsibility required young people to demonstrate a variety of ‘life skills’, in that, in order to successfully complete the role of a coach, official and/or a leader in a sports setting, they needed to demonstrate their skills in areas such as organisation and communication, to name but a few. Linked to this, it was also noted that for those pupils “who can’t perform, those who are poor practically” (T37), such an approach meant that “it’s not necessarily for them to be doing high levels of performance in sport” (T24), instead “they could be a coach, they could be an official, and they could be a leader” (T34), and as a result “when they’re moderated….they score really highly” (T40), because “they may not be David Beckham but they might be Alex Ferguson (laughs)” (T40).

In terms of the second mechanism for the development of ‘life skills’ in young people through 14-19 PE, one PE teacher spoke for many when they noted that “an awful lot of that comes through [sports] leadership” (T20), in that many pupils were involved in sports leadership based activities within their PE lessons (whilst at the same time completing nationally recognised Sports Leaders awards). As a result of such processes, it was suggested that “they learned lots of different skills. That wouldn’t be possible without leadership” (T20).

Although it was believed that “sport and PE is one of those things that gives you an awful lot of attributes, rather than just qualifications” (T20), it is suggested

that such perceptions provided evidence that the enduring and persistent taken-for-granted belief among PE teachers in the character building nature of PE was alive and well. Moreover, it is worthy of note that just as PE teachers espouse the wider educational benefits of participating in 14-19 PE, in terms of the personal characteristics and attributes that can potentially be developed in young people, similarly they claim the same effect also emanates from participation in what is termed “traditional PE”, and also through participation in sport. In this way, PE teachers demonstrated how they appeared to not differentiate between PE in general and 14-19 PE in particular, in relation to the potential impact (outcomes) for their pupils.

Pathways beyond school: Employment and/or further study

In further articulating the benefits for their pupils from participation in the 14-19 PE curriculum, the PE teachers spoke of how increased levels of engagement and attainment (including the attainment of ‘life skills’) would help their pupils beyond school. Specifically, they argued that the attainment of PE-related qualifications would open up exit routes, or “avenues” (T40) or “pathways” (T46) for their pupils into employment and/or further / higher study at college or university. This was seen as being particularly important by all of the PE teachers in the study. Indeed, it was commented that part of their responsibilities towards their pupils included finding “an appropriate pathway for all of our students” (T34) so that “there’s a route all the way through to the age of 19” (T16) “whether it is the academic route or the vocational route…“leading

into further education, or into the world of work" (T19). However, in this manner, the teachers tended to view the role of 14-19 PE in preparing their pupils for the future in quite idealistic terms. They tended to make assumptions relating to the importance and impact of PE-related qualifications, either in educational settings or employment environments. For example, although one teacher claimed that "if you tracked what most people do after they've done a sports course – a lot of ours are now going to university" (T27), they were unable to show how PE qualifications were the main driver in their pupils gaining a university place, employment or attaining higher level qualifications, over and above, for example, what are seen to be core subjects within the 14-19 curriculum such as Maths, English and Science.

In the context of such findings, it was evident that PE teachers tended to advocate the positive outcomes of 14-19 PE for their pupils. They clearly promoted the benefits for their pupils, such as more enjoyment during their time in school, resulting in them wanting to remain in education beyond the compulsory school leaving age and having a greater chance of being successful in attaining qualifications, or as one PE teacher put it: "students can opt for things that they enjoy a little bit more, and therefore get better results" (T16). However, at this juncture, it is worthy of note that although PE teachers had in mind clear intended positive outcomes for their pupils as a consequence of engagement with the 14-19 PE curriculum, it was equally observed that unforeseen and unintended (and moreover unwanted) outcomes were evident. In particular, the PE teachers pointed to: (i) adverse levels of pressure on young people to successfully complete their qualifications, and (ii) a reduction in the

amount of physical activity on the part of pupils within PE lessons (in both Key Stage Four and Five) as the unintended outcomes of 14-19 PE.

Pressure on pupils to succeed

With regard to the adverse levels of pressure being placed upon young people to successfully complete their qualifications, it was commented that: “now, there’s a lot of pressure put on them” (T21), first exerted by themselves, but also “teachers are putting pressure on them” (T50) in order to succeed and gain qualifications. Consequently, it was noted that, “they [pupils] are busy with all their exams and everybody’s stressing because they haven’t done their coursework and this, that and the other” (T50). Within this context, it was suggested that such a situation can lead to pupils becoming “examined out” (T22), which could eventually lead to “burn out” (T22). It was commented that such a scenario existed because “we now have children who’ve got far too many qualifications and far too much going on” (T42). For example, one PE teacher recounted that “there were some kids that were coming out with 25 GCSEs” (T8). It is suggested that increased pressure on pupils to succeed and attain more and more qualifications is a consequence of an increasing awareness, on the part of all PE teachers, of the pressure of external measures on schools, such as school league tables. Pupils are therefore being pressured by their teachers into taking and successfully completing a wider range of qualifications in order to improve the results (and subsequent league table position) of their schools. In this environment, one PE teacher considered the

appropriateness of such an approach and wondered whether: “is it more for the pupil, or is it more for the school?” (T8).

Reducing levels of physical activity in PE lessons

In further exploring what many of the PE teachers in the study saw as the unintended outcomes of 14-19 PE for their pupils, it was commented that pupils were often “doing less practical” (T5) whilst studying for a PE-related qualification than the pupils themselves would have hoped, or indeed wished for. This was illustrated by the following comments from teachers: “pupils do have that idea, ‘oh PE, fantastic, that’s loads of practical’, and you get them in the classroom and you say ‘right, we’re going to do about the respiratory system, we are going to learn about the mechanics of inhalation and exhalation’ and they very quickly think...‘oh’” (T9).

It was clear that many of the PE teachers viewed their pupils’ involvement in 14-19 PE as very likely (almost inevitably so) to decrease opportunities for them to be involved in sports participation and physical activity within PE lessons. In way of explanation, it was suggested that pupils are required to focus “a lot more on the theoretical within the 14-19” (T8), and that such a focus within many 14-19 PE qualifications resulted in pupils “spending more time in the classroom…so there’s less practical” (T37).

This was particularly evident for those PE teachers who were responsible for delivering vocational sport courses, as within such provision “there will be a lot of written work that they’ve [pupils] got to get through” (T6), meaning that “some of the units that we do are taught more classroom-based in the way in which we teach them, rather than being more practically-based” (T6). One PE teacher noted that this situation was further exacerbated as “we’ve introduced it [BTEC] at Year 9 now, so it just means that from Year 9 you start doing BTEC [Sport]. So normally in their lessons it would be all practical – but not so much now” (T39).

Following on, with regard to pupils’ involvement in core National Curriculum (practical) PE lessons in both Key Stage Three and Four, it was noted that: “we give the students the opportunity, that within their normal two hours of PE, they can take up an academic qualification” (T8), meaning that “it was delivered through core PE time rather than option time” (T1), thus leading to a reduction in young people’s involvement in practically-focused PE lessons. Consequently, in light of such an approach to PE lessons in secondary schools, it was suggested that pupils: “haven’t enjoyed PE as much because they’ve missed out on practical lessons” (T44), and “the motivation for it [14-19 PE] has dropped because of the lack of practical” (T44). With regard to such findings, it seems that although PE teachers were aware of the costs to their pupils of the development of 14-19 PE, that by focusing on the attainment of PE-related qualifications, pupils would inevitably spend more time in sedentary activity such as sitting in a classroom learning theory or sitting in a computer room completing coursework and be less involved in practical sporting activity within

PE lessons, this did not impact on the development of 14-19 PE in secondary schools. This was despite the fact that for many PE teachers, this was changing the very nature and purposes of PE (a concept that is returned to later in this chapter).

The impact of 14-19 PE for PE teachers

Although PE teachers tended to justify developments in 14-19 PE in altruistic terms and with their pupils' best interests in mind, it was evident from the findings within the present study that there were also impacts for themselves. Due to 14-19 PE curriculum developments, outcomes were generated, some foreseen and intended – or as one Head of PE put it, there were also "benefits for staff" (T25) – whilst others were unforeseen and unintended.

Increasing the status of PE teachers

The benefits for the teachers themselves were transparent in a number of comments. For instance, it was felt by many of the PE teachers that an outcome of the development of the 14-19 PE curriculum was a shift or even a transformation in perceptions, or status, of the subject of PE in secondary schools: "perceptions have changed, definitely, without a doubt" (T7), "there's a definite shift in pupils, staff and parents' attitudes towards the subject and taking

it a lot more serious" (T25). Linked to this, it was also suggested that for PE teachers themselves and as a result of their involvement within 14-19 PE, "their profile has risen" (T17), thus "increasing the status of the PE teacher" (T29). Since they now engage in the same activities within the 14-19 curriculum as other "academic" teachers. Indeed, it was suggested that some PE teachers were not only on a par with other "academic" teachers with the development of 14-19 PE, but in some cases surpassed them, in that some had "developed into some of the best classroom practitioners in the school" (T11).

In explaining what they saw as a shift in the perception (status) of the subject of PE, and themselves, many PE teachers proposed that this "came with the qualifications…because that's the only really significant thing that's changed" (T8), and due to the development of these qualifications in PE departments, this "gave PE a lot of kudos" (T5), improving "the status of PE within the school" (T21). Linked to this, it was commented that because "the results they've [pupils] achieved in terms of GCSE [PE], in terms of BTEC [Sport], in terms of Sport and Active Leisure and A-Level [PE] are outstanding" (T30), PE teachers are seen to be "highly successful" (T37), and that accordingly "a lot more power [was given] to the PE teachers because of the results that they are able to get" (T11). Further still, it was suggested that PE had become "far and away the leading faculty in school" (T14) and subsequently PE teachers were being seen as: "the benchmark" (T7) and "as a model for other departments to look at" (T19). However, in tempering such perceptions, one teacher observed the precarious nature of this change in status for PE (and PE teachers) when she suggested that "for PE to have the credibility it does, I do think you're going to

have to continue with those exam subjects, academic or vocational" (T36), suggesting that if 14-19 PE qualifications were to disappear, so would the change in status of the subject and the teachers of the subject.

Interestingly, it was apparent in the responses of some of the PE teachers in the study that the status of PE in schools may not have changed at all and that the low status of the subject persisted, in educational terms generally and within their schools in particular: "I'm not convinced it's [14-19 PE] done anything to drive society's view of PE" (T49). It was suggested that this was because "there's always going to be that view of PE, that you stick a ball in front of a bunch of people" (T36), and therefore PE will always be "regarded as the lesser subject" (T2), "PE will always have that little bit of a stigma attached, that it's an easy subject" (T21). Indeed, it was noted that even after the development of an academic dimension to PE, "the perception of those courses…is poor" (T23), because, it was suggested, PE "is not as academic perhaps as your Maths, your Science, your Languages, your Humanities and so on" (T22), and accordingly, "I don't think people view our results as important as they do maybe English and Maths" (T16).

In a similar vein, it was observed that often the initial impression of pupils towards taking 14-19 PE qualifications was that it would be an easy option and an easy qualification to get a high grade in. However, it was noted that pupils quickly realised that PE was not an easy choice, and the content of the courses and the associated assessment regime were challenging for them. Many of the

PE teachers recalled the advice that they provided for their pupils: “it’s not an easy subject, there’s a lot of science involved in it” (T51) – “it is a difficult subject to grasp” (T49) because “it’s an academic [theory-based] subject” (T7), including “some detailed and quite difficult knowledge and understanding that you have to get to grips with” (T16). Such perceptions may be seen as evidence of the desire on the part of PE teachers to argue for the worthiness and status of both PE generally, and 14-19 PE specifically, which may be borne out of their own vested interests in such developments. Arguably, PE teachers defended and actively promoted 14-19 PE to their pupils and in their school more widely, because quite literally their jobs depend on it.

A changing ‘working climate’: Opportunities for PE teachers

A further example of the perceived benefits (or foreseeable and intended outcomes) for PE teachers from the development of the 14-19 PE curriculum, related to a change in their ‘working climate’. Due to their involvement with 14-19 PE, very many of the PE teachers in the study suggested that new opportunities were now open to them such as opportunities for continual professional development (CPD) and promotion to more senior levels in their schools.

Specifically, very many of the PE teachers felt that involvement in 14-19 PE had improved them as a teacher: “it’s going to make me a better all-round teacher”

(T7), “it has definitely improved me as a teacher, it’s definitely up-skilled me” (T15). It was suggested that such a process was the consequence of: “opportunities to go on with our professional development” (T18), such as “opportunities for CPD” (T1). In commenting on such opportunities, it was noted that: “it’s certainly given PE teachers a huge amount of professional development that they wouldn’t previously have had” (T18), and more particularly, that this process had “given PE teachers an opportunity to move from an outdoor space, to an indoor space, into a classroom and actually further their own education and develop themselves professionally, and to push themselves” (T25). It is suggested that such comments belie how PE teachers were actually aspiring to be like other “academic” teachers, who teach in classrooms and who are able to develop themselves “professionally”, which would mean that consequently they would increasingly move away from delivering more traditional PE activities such as teaching sports ‘out on the fields’.

It was also apparent that within the context of a changing ‘working climate’ for PE teachers, they now had “opportunities for promotion within the PE department” – such as “BTEC co-ordinator / manager / facilitator” (T4). Moreover, it was suggested that PE teachers are increasingly able to gain positions in school senior management teams (e.g. Assistant Headteacher and Headteacher). This process appeared to be borne out in comments from PE teachers who had themselves been promoted to management positions within their schools: “I directly attributed this promotion (within seven years) to the fact that the opportunities that I've been given within [14-19] PE” (T17), and likewise,

“if I hadn’t have done that [14-19 PE], I don’t think I would have possibly got to where I am now” (T26). In a few instances it was suggested that opportunities for promotion were “probably nothing to do with the 14-19” (T14), but very many of the PE teachers felt that 14-19 experience would be important in regards to gaining promotion. For instance, one Headteacher (who started their career as a PE teacher) suggested that with respect to their 14-19 PE experiences: “I think the experience certainly helped” (T46). In this context, many of the PE teachers in the study perceived that 14-19 PE provided them with “a springboard” (T42), in that, it was suggested that such experiences: “look great in a letter of application” (T2), and moreover, give PE teachers something to “talk about in interviews” (T17).

Changing ‘work demands’

Within the findings from the study, it was evident therefore, that the development of 14-19 PE in secondary schools had impacted positively on PE teachers creating foreseeable and intended outcomes for them (as detailed above). However, at the same time, it was observed from the responses of nearly all of the PE teachers that they had experienced changes (most of which were unintended) in the ‘work demands’ or expectations being placed upon them, both by themselves and the senior managers. This was most evident in a significant increase in their reported “workload” (T25). The immediate cause of the increased workload (and associated stresses) was the advent, popularity and significance of 14-19 PE. Indeed, it was suggested that for PE teachers:

“the workload is probably the biggest impact” (T6) following the development of 14-19 PE.

In explaining the increased workload for secondary school PE teachers, a number of factors were identified. For instance, the significant additional workload brought about by examinable PE came primarily from “the amount of admin and marking” (T12). More specifically it was the PE teachers’ engagement with 14-19 PE qualifications, resulted in “paperwork increases” (T39), because they were required to provide: “more planning and preparation” (T3); “lesson plans, presentations” (T36); “resource materials” (T2); “homework” (T50), which resulted in “a massive amount of marking” (T6) and “re-marking” (T13).

In providing examples of their changing work demands, those PE teachers delivering BTEC (often alongside GCSE and even A-Level PE) pointed out the particularly time-consuming demands of BTEC; stating: “there’s a considerable amount of investment….to do vocational courses” (T33), as “the workload for BTEC is unbelievable” (T27), “the administration and paperwork is horrendous” (T41), because “with the BTEC, there are the assignment briefs, and the internal verifying process, the whole thing is the responsibility of the teacher, as well as the planning of the lessons, the delivery of the lessons, and the marking at the end. And it’s that that does increase the workload” (T6).

Increasing workloads

It was suggested that “PE staff are getting squeezed heavily” (T12), meaning that they are increasingly being put under pressure due to increased workloads both within and outside school. PE teachers are not only required to complete their duties during the normal working day at school but increasingly they also have to complete work beyond the school day, in their leisure time. As a consequence, all spoke of having to give several hours each evening to activities linked to teaching 14-19 PE: “I must get home from work and the first thing you’ll do is respond to e-mails and that could take maybe 20-25 minutes. And then you know it’s what are you teaching tomorrow, and its lesson plans and its PowerPoints. You know, I’m looking at 2-3 hours per night” (T33). Preparation of lessons and marking of coursework (especially in the case of BTEC Sport) were viewed as the main culprits: “I can do 2 hours of work at home, every night – preparing, marking, prep, or catching up with the other stuff I’ve got to do” (T39). Further, the demands were perceived as never-ending: “I go home and work every night whether it’s marking or planning or whatever…you know, there is always something to be done” (T44). Inevitably, this lead to late nights: “I leave this desk at 4:20 … then the night is I’m making the dinner, and then my wife comes home, we have dinner, wash up and that, bath the kids, half past 7, my wife’s planning History. I then tuck into my marking then and I’ll finish whatever time it is – quarter past, half 11, 12” (T26). In a similar fashion, a Head of PE noted that: “my husband is a teacher as well, and he’s busy doing all his marking as well. But I mean we were both doing stuff at 11:30 last night. We just both looked at each other and thought this is

ridiculous really. It doesn't happen every night, but far too many nights for it to be sensible" (T50).

As a result of 14-19 PE developments it was observed that for the PE teachers, their working lives were: "very, very busy" (T19), "it's an awful lot of work for the teacher" (T32), "you get constantly bombarded" (T32). This was exemplified by one of the older participants in the study (with 26 years teaching experience), when they noted that "gone are the days where the only paperwork I have is marking the register" (T40). Hence, very many of the PE teachers felt that now, in comparison with colleagues teaching other subject areas in their school, that they were on a par in regards to the amount of work they were involved in, a sentiment expressed by one PE teacher who noted that they were expected to do "as much as anybody else" (T1), which for PE teachers now means "longer hours" (T19). Very many of the teachers pointed to the stresses they felt, commenting: "sometimes you can go too far and push yourself too far" (T45), "I can see how PE staff can go off with stress, quite easily, because it is hard" (T45); "PE staff are getting squeezed heavily, and something's got to give, or the system breaks down or the person breaks down" (T12). As far as many of the teachers were concerned, the upshot was that there were "massive issues with some staff getting overloaded with, not only the expectations of teaching vocational theory, the practical stuff, your bread and butter, your extra-curricular, your weekend Saturday mornings, and everything else, but also the additional paperwork, the additional marking" (T12).

The most common concerns expressed with regards to the pressure of work was in terms of tiredness. Some noted: “the workload is massive, and it does tire you out” (T8), “teachers quite rightly are tired you know, because they have to go home and do three hours marking, when they are not finishing extra-curricular until six o'clock” (T3). For very many, “it has got to the stage where it’s just too much” (T33). Against this backdrop it was observed that, “you have got to be careful that you don't spread yourself so thin” (T3) – “it’s good to pick up new things as you’re going along, but you have to release some things as well, in order to pick up the new things” (T12).

Inappropriate work/life balance

The teachers were also keen to point out the impact upon themselves, not only as practitioners but as people. Particularly noteworthy was the reported impact of growing workloads on the teachers’ home lives: “It wasn’t fair to people at home. I probably wasn’t fair to myself” (T33), “I can be here some nights until 6 or 7 o’clock at night still marking, then I take it home and I am still marking. You have to do the teaching and you have to do the marking at home” (T43). The upshot is that “other things suffer at home” (T26), “before you know it, you come to sit down with your partner by 11:30pm, in which case she’s not there, she’s in bed (chuckles). And that’s purely through the impact of the 14-19 curriculum” (T24).

In the context of their increasing workloads, very many of the PE teachers in the study felt that they had reached a point whereby they were doing as much as was possible: “I can’t see how it can go much further than what it is at the moment, because we are at our maximum” (T45). In describing what working at their maximum was like, during their day-to-day lives in school many of the PE teachers suggested that now, a normal working day, “just goes by in a bit of a blur” (T19), because, as was identified by one Head of PE, “I do not stop when I’m here” (T51), as they were trying “to cram it all in” (T51). Therefore, it was suggested that increased workloads (and consequent pressure on PE teachers) were becoming unsustainable, and were taking them to breaking point. Interestingly, a Deputy Headteacher, someone who, nominally at least, was in a position to resolve the pressures, observed: “I fear for their quality of life. I feel for their professional sanity” (T11). He added, “I fear that some of this work/life balance and pressure of work … it could become the straw that breaks the camel’s back, and that worries me” (T11). Finally, he commented: “I don’t want to be carried out of work in a box, but I think there’s going to be an increasing number of teachers who are …there’s got to become a work/life balance at some point, for the people who are doing this” (T11). Similarly, another Head of PE commented: “I don’t want my staff getting to a stage where they’re struggling to motivate themselves, that they’re on the verge of going under” (T45).

In an especially animated and emotive response, one Head of PE revealed that “it has got to the stage where it’s like, it’s just too much”, and as a result, “I was close to saying to our Headteacher ‘well is there any chance of giving me 6

months off, no pay, and then I'll come back and get my job back'. I just wanna' break away from it" (T33). Another teacher reported that she had chosen to move to a part-time contract from a full-time contract because "I like to have a life as well" (T38).

It was proposed by nearly all of the PE teachers in the study that a reason for the increase in their work demands was due to the process of trying to do everything. PE teachers were attempting to fulfil what may be termed the old "traditional" role of a PE teacher, being the deliverer of what was referred to by one teacher as "your bread and butter" (T12), and another, "the practical stuff" (T12), which relates to physical activity experiences for pupils through curriculum PE, and "your extra-curricular and your fixtures" (T19), whilst at the same time attempting to fulfil the new role of a PE teacher, delivering academic and vocational PE-related qualifications. This situation was summarised when it was noted that now PE teachers are teaching "a classroom subject, alongside a practical subject" (T43), meaning that they "now have to balance both" (T20). In this respect, the teachers spoke in depth about the pressures associated with what might be termed a 'double-shift' – i.e. endeavouring to sustain a commitment to traditional PE activities before returning home to completing examinable PE marking and lesson preparation: "what used to be PE staff obviously not having marking – or very little marking – and being able to go out and do your clubs and stuff, now they must be thinking and looking at their watch thinking I've got 30 pieces of coursework to mark when I get home" (T12) – "you're in school 'til half-5, 6 o'clock at night doing your clubs and your matches, and then you've got your theory, preparation, marking" (T32).

Thus, the cause of the increases in workload were clear for all to see according to the teachers involved the additional demands of post-school preparation and marking of an examinable academic subject to their traditional PE commitments. One teacher explained: “PE teachers are being pulled in other directions as well for your time [by 14-19 PE], so you’ve always got your extra-curricular and your fixtures and everything else. So obviously it increases your workload, without a doubt” (T19). Some, however, did continue to manage the ‘double-shift’ claiming: “I do exactly the same amount of extra-curricular activities…I just fit it in, make do” (T39), “unfortunately that [14-19 PE] doesn’t mean that I run less teams or anything like that, it means that it’s all additional on top of that” (T44). Several PE teachers fleshed out the logistics of combining both demands: “I ran the GCSE course, I ran seven hockey teams, I worked practically every Saturday, I did the same amount of extra-curricular that I did pretty much on my own – it’s hard, it’s very hard” (T38). However, despite the fact that some PE teachers appeared able and inclined to continue to deliver both examinable and “traditional” PE, it was evident that there had been a growing unwillingness, not to say resistance, to what was viewed as an over-burdensome workload.

The main features of teachers’ concerns regarding the consequences of 14-19 PE were stress (“it puts a strain on it, it really does” (T8)) and in more general terms, work/life balance. It was common-place, for example, for teachers to observe that the “work/leisure balance is wrong” (T33). The views of very many

of the participants were expressed by one Head of PE who suggested that: “I don’t feel as though I’ve got much of a life-school balance really at the moment” (T50). In some cases there was evidently little or no “balance” evident: “with working this Sunday, it will be 19 days and I’ll have had one day off” (T15); “[I have] no life” (T43), but “you just get on with it because of the nature of wanting to do your best. If that means you run yourself into the ground then you run yourself into the ground” (T23).

Some teachers mentioned ways in which they had tried to redress the work/life balance: “I have a personal rule, I never work past 9 o’clock on most nights” (T46), “I know other members of the department will take work home. I just choose not to. I’ll sit here and do it until 5 if need be, but I refuse to take it home” (T4), or “I offer two nights of extra-curricular, and then the other nights I go home – because it’s the balance you know” (T27). In those cases where teachers claimed to have sought to redress their work/life balance, many observed that it “is hard to find” (T41). Indeed, one PE teacher observed that “I’ve been teaching nine years now, and I’m still yet to find it” (T26). In attempting to find a work/life balance for themselves it was suggested that “there’s only so much we can do” (T45), so “we need to be more strategic in the way that we plan things” (T1), “teachers and departments have got to be smart about it” (T12). With this in mind, it was commented that “something will have to give” (T20), yet it was suggested that “the only thing I think that there could be room to give is the extra-curricular PE” (T20).

Decreasing involvement in extra-curricular PE

Very many of the teachers in the study observed that the demands of delivering 14-19 PE "has had an effect on extra-curricular activity" (T43) in the form of a reduction in this: "there's not as much extra-curricular going on" (T37). Some of the teachers were able to point to reductions in extra-curricular PE that had already occurred: "we've been left with probably only 75-50% of the practical activities on offer that we used to offer" (T18), and further still, "we've had to withdraw teams from tournaments, we've withdrawn teams from leagues" (T6). Others anticipated that with such developments: "fixtures will have to go, as this will have to take priority" (T44). All of this was described as an inevitable consequence of 14-19 PE: "we are spending more time out of school hours marking, less time doing team games and competitions. So it definitely does impact in that way. And perhaps that's why there's not quite so much school sport going on" (T18), "[14-19 PE] has taken them away from the most important thing which is, time wise, the extra-curricular" (T5). Indeed, in all cases, the teachers were explicit in linking the two – as a clear and direct consequence of the rapid expansion of, and emphasis placed upon, examinations success: "[14-19 PE has] taken us away from the practical extra-curricular" (T4).

While some of the teachers claimed not to be unduly concerned by this, very many were. Thus, the relationship between 14-19 PE and extra-curricular PE was a major issue and something teachers were keen to talk about at length.

For very many, the reported reductions in extra-curricular provision represented a disturbing trend. Teachers noted: “it’s worrying in some ways that extra-curricular seems to be almost diminishing because of the responsibilities on the academic side” (T45), and “being that PE teacher who did extra-curricular every night of the week and did the Saturday morning fixture and loved it, and kept Saturday morning fixtures going, and do the Head of PE job as well; I worry that that’s lost” (T46), “as a practitioner of PE I think it’s sad” (T18). Moreover, the move away from extra-curricular PE outlined by the teachers often led to feelings of guilt: “I feel really guilty to the kids that I’m not able to do as much as I used to do” (T19). Many of the teachers who knew something of life before the rapid growth of 14-19 PE appeared keen to point, nostalgically, to the way things were when extra-curricular commitments were generally accepted as their *raison d’etre* and “it was just accepted that we stayed behind every night” (T10), not least because, after all, “the main reason you teach is your extra-curricular!” (T9). The longer-serving PE teachers were also keen to point to what they viewed as an implicit “deal” in the form of convention, namely, that delivering extra-curricular PE was PE teachers’ equivalent to the kinds of marking and preparation common to teachers of more conventionally academic subjects: “Previously there used to be a view that PE teachers did extra-curricular activities because they didn’t have the marking to do” (T20), “before [14-19 PE], extra-curricular was *the* most important thing in PE and sport, and it was a *given*, because you didn’t do marking as a PE teacher, you didn’t do planning and organisation and preparation as a PE teacher” (T25; emphasis in the original). One teacher spoke for many when he described what he saw as the change in the extra-curricular culture of PE departments:

> “Traditionally your lessons at school would probably finish at 3, and then you would do 3–4pm in extra-curricular, and then if you had maybe a fixture, but when 4 o’clock came round traditionally the PE teacher probably would go home. Whereas now you do need to possibly stay behind that little bit extra time, to do your planning and preparation, and marking, so that you can give that feedback to the students, so they know exactly where they are. That’s had a huge impact” (T13).

Increasing use of sports coaches

Within the context of diminishing levels of extra-curricular PE in secondary schools it was identified that help was needed, which led to an increased use of adults supporting learning (ASLs), such as sports coaches, to assist in the delivery of sport-based extra-curricular activities typically delivered at the end of the school day. Such an approach was evident when it was noted that “schools look to coaches to deliver extra-curricular / after school stuff” (T12), because, “if we want the extra-curricular to keep going….you know, coaches being in school and stuff like that [is needed], to take some of the pressure off” (T46), or as one teacher put it: “we need more coaches to come in, to make it sensible” (T50). Indeed, this was reported as already quite common-place with schools:

“bringing coaches in” (T52) and looking to coaches “to deliver extra-curricular/after school stuff” (T12). In some cases, the use of coaches had spread to the PE curriculum itself: “we do use coaches mostly…in curriculum and some extra-curricular” (T3).

This apparent acceptance on the part of PE teachers to involve sports coaches, especially in extra-curricular PE (and even curricular PE, in some cases) appeared part of a wider acceptance on the part of some that a shift in the practice of PE – out of the gym and into the classroom – was a likely, even reasonable, future for PE itself. In such an environment, one Assistant Headteacher foresaw a more fundamental change whereby the PE profession could become “a bit like America…where my PE teachers will sit and do Level 2 qualifications, and then my team of coaches will come in at the end of the day and teach extra-curricular. And I think that will happen eventually” (T3). A number of PE teachers anticipated a similar future: “You know, I wouldn’t be surprised if people were being appointed as classroom teachers of PE, maybe just to live in the classroom, and in that respect maybe the ones who do actually deliver [practical] could just be coaches and not necessarily teachers!” (T16) with PE staff “closeted into just academic” (T3).

Conversely, within the context of a greater use of sports coaches in secondary schools to deliver extra-curricular PE (and in some cases curriculum PE) some of the PE teachers foresaw benefits of such an approach within PE departments. For instance, it was suggested that: “specialist coaches could

bring something that the teacher couldn't bring" (T12), indeed, "there are some pupils that gain a lot more from coaches than they do from teachers" (T9). However, in contrast, concern was evident from many of the PE teachers in the study in that they were unsure of the unforeseeable (and unintended) consequences of such an approach. As one PE teacher put it, the delivery of extra-curricular activities by sports coaches: "opens up a whole can of worms" (T19). It was suggested by very many of the PE teachers that concerns centred around: "the old issue of the quality of coaches" (T12), and how "you can bring in external coaches, but you don't know how good they are" (T15). In further exploring this view, one participant observed that:

> "I know coaching has been professionalised, and I'm not knocking coaches per se, but there will be that problem of turning up, are they suitable? Are they properly qualified? What are they actually delivering? Are they just having a game? There are some great coaches out there, but there are some not so great coaches" (T12).

It was also noted that an unwanted consequence (unintended outcome) of an increased use of sports coaches in schools would be that: "there will be less jobs available" (T3). It was suggested that this was because "if they [senior management] can get something for half the price then they may do so" (T18). As a result, it was suggested that PE teachers have "always got that worry haven't you that a PE teacher's job can be done by a coach" (T18).

14-19 PE: changing PE and changing PE teachers

What became apparent from the findings in the study was that in the context of the expansion of 14-19 PE, not only had there been perceived impacts (i.e. both intended and unintended outcomes) for pupils and PE teachers, but also perceived on the subject of PE – in terms of the nature and purposes of the subject away from traditional 'practical PE' towards a 'theoretical' version of the subject. Accordingly, it was suggested that PE in secondary schools had "completely changed" (T47), or as some teachers saw it, there had been "a cultural shift" (T31), meaning that "we have changed a culture, over a decade" (T40). In explaining such a 'cultural shift' it was expressed that: "we truly felt that pupils should be given the time for core PE, where they can improve their practical skills knowledge base, but also, it was really important that our pupils had the opportunity to learn within the academic side of the subject" (T18), and as a result they get "to understand a different perspective of what PE is" (T22). Indeed, in articulating the importance of 14-19 PE provision within the subject, one teacher suggested that: "if 14-19 PE is not there, I think you don't give the kids a real focus or purpose in what PE actually is" (T23). All-in-all, many of the teachers voiced the opinion that times had changed, and it was noted that they were all in agreement on one point, namely that PE had been transformed by developments in the 14-19 curriculum: "things have changed" (T50), "PE isn't just kicking a ball round a yard, there is much more to it" (T36). Subsequently, it was suggested that now "people are realising that PE is not traditional anymore,

running around the field four times and there's your lesson done. Go and play. Let's go and play a mass game of cricket, let's go and play a mass game of football" (T7), because "it isn't just about [practical] PE anymore" (T40).

In rationalising the manner in which the subject had changed, it was suggested that there is "a slightly more rigorous side to PE teaching" (T38), "because it is theory based and not just a kick about" (T52). Subsequently, it was proposed that now PE is "recognised as being an academic subject" (T34), "because of all the courses that we deliver" (T7), and these courses do "give that academic side to what you are doing" (T22). This process was explained by one PE teacher, who commented:

> "sport was something where kids 'let off a bit of steam', or they developed 'character' or 'teamwork', [but] it became more of a subject in its own right. A little bit more respectability definitely! It's become a lot more academic. And it isn't about the old 'Kes' days, where you had this regimental approach - you sat there freezing in your shorts, and you never got a say, and it was about 'character building'. It's more of an academic subject now" (T40).

It was also evident that all of the PE teachers in the study were in agreement that, for themselves, the development of 14-19 PE: "had quite a big impact"

(T34), in that it has “changed PE teachers and PE teaching enormously” (T46). More specifically, it was identified by very many of the PE teachers that their involvement with 14-19 PE had changed what it now means to be a PE teacher in a secondary school, in that their role had been transformed. Such a scenario was evident when it was noted that: “it opened my eyes in terms of changing my perception of what a PE teacher is” (T7).

Historically, in respect of the role of PE teachers, it was pointed out that “12-15 years ago” (T25), it was “just roll into school, kick a ball around” (T21). However, it was suggested that “whereas years ago, in PE you just taught your football, your basketball and all that, now there’s more” (T37), “it is a totally different world” (T40), and “the expectations have changed” (T40). This meant that the role of PE teachers was “not just about the normal curriculum for PE, where you are going out on the fields and doing your practical lessons” (T1), moreover, it was “not just about elite sports, it’s not just about achieving a win on a Saturday” (T15). Instead, it was suggested that now PE teachers “need to have a bit more to you” (T7), because, for example, “you’ve got to teach at different venues, and you’ve got to be practically-based, and you’ve got to be classroom-based” (T33), and “we have to be seen as just as good in the classroom as we are in the field” (T16), especially because PE teachers “are very much theory practitioners now” (T8). Such change (indeed transformation) in the role of the PE teacher was summarised by a Headteacher who pointed out that:

> “I think the demands of the job changed, and you know it became about preparing the GCSE resources and the lessons, preparing them [pupils] for the final exams, making sure that coursework is marked and all that type of rigour. You know it was no longer the “turn up with your boots, and teach outside for 6 hours and go home”. There are the different elements to the job now” (T46).

Interestingly however, within the context of a perceived change in the nature and purpose of the subject of PE and the role of PE teachers, the perceptions of the participants in the study often appeared to demonstrate “a bit of a conflict and an issue” (T8) or a tension. This was within and between their perspectives regarding the development towards “examinable PE”, and the long-standing, taken-for-granted goal of PE to generate on-going participation in sport. This was borne out in the experiences of one Assistant Headteacher who observed that “getting these children active…is my main interest” (T3), however she acknowledged that:

> “I have a real conflict. I am here to ensure that these children are active...increase their knowledge, skills, become independent, and can actually take part in as much physical activity as possible. That is my duty. But at the same time, I have a conflict because I have pressure to make sure that every child also gains qualifications” (T3).

Some of the PE teachers in the study attempted to make a case for a more practical activity focus to their PE lessons, by referring to the opinions of their pupils. In this respect, it was proposed that even for those pupils who had opted to study 14-19 PE qualifications they would “like a bit more ‘PE’ PE – running around” (T28), and “would prefer more of a practical element built in” (T37) as “they pick PE because they want to be on the field” (T41). Such a sentiment was expressed as follows: “a lot of pupils go into Key Stage Four expecting and hoping that they are going to do more practical sport” (T5), “an awful lot of them think they are going to be able to continue the practical side in Year 10 and 11” (T43), because they believe that “PE is about physical activity, taking part” (T23), and not “being sat in a classroom, doing written work or learning things that you will be asked to sort of talk about or discuss or reproduce in some exam” (T10).

While all teachers agreed that developments in the 14-19 PE curriculum had changed PE to such an extent that the nature and purposes of the subject had been transformed, there remained a residue of support for what might be termed traditional PE partly in response to the suggestion that PE had become about “examinations and more examinations!” (T35). It was evident that many of the PE teachers felt uncomfortable with the manner in which 14-19 PE developments were changing the nature, and more specifically the practical dimension of their subject, as delivered through PE lessons where pupils would be physically active. This was a view that was borne out when it was suggested

that “it just gets less, in terms of the activity” (T35), which it was suggested, means that “we’re not getting the kids out enough” (T15).

Many teachers commented on what they feared was the longer-term direction of the subject. Thus, the reduction of physical activity in PE lessons and extra-curricular PE at the end of the school day was viewed as part of a wider process in which “the pressure of examination success” was taking both PE teachers and pupils “from the playing fields into the classroom” (T35), with “less clubs and less extra-curricular, and less kids doing physical activity, and more kids sitting in the classroom” (T12). For some this worst-case scenario was already a reality: “unfortunately we spend too much time at the moment in classrooms” (T15) with the consequence that “I’ve never seen so much PE done sat down…it’s horrendous” (T35). This led to a number of teachers anticipating a bleak future, in that, it was suggested that if more time in PE lessons was spent in classrooms completing theory-based work, rather than participating in physical activity, then eventually this would mean that pupils “will end up just talking about it [PE], rather than actually doing it” (T25). On this point, one PE teacher reflected the views of many, commenting that:

> “there are times when I would love to be getting kids out onto the field and doing things with them, that are maybe a little bit more fun, a little bit more enjoyable, but it doesn’t always work out that way, because we’ve got to get the results. And that’s what it comes down to” (T20).

With regards to the changing nature of PE with “more emphasis on the academic [theory] than the practical” (T12), it was proposed that instead: “children should be active, no matter what” (T38), “physical education is physical” (T38), or as one PE teacher put it: “I think it should be out there” (T35), “I think that you’re missing what this subject brings, and what this subject is all about…Physical Education is about *doing*…[pupils should be] running around and playing” (T35). Linked to this, many of the PE teachers believed that: “PE is not just about studying the academic side. It’s not just about psychology and the science and everything else. It is about being practical” (T22): “physical education is learning how to use your body, and how to improve your sporting performance, and understanding how the body works” (T9), “it is about skill – physical skill, mental skills” (T35), and it is about “developing physical literacy” (T40), not “just sitting by a desk” (T23).

It was noticeable during the interviews that those PE teachers who compared 14-19 PE with a previous, more traditional version of the subject, tended to generally be the longer-serving teachers, who tended to view the shift in priorities as regrettable, in many ways. In view of that, one Assistant Headteacher noted: “there’s a bit of resistance from the *old school*” (T11, emphasis in original).

In exploring the perceptions of the more experienced PE teachers, most of them appeared to hanker after the *good old days* of just teaching practical sports: “traditionally maybe in the past, people had the view that it [PE] was just about playing football, and it was just about playing hockey” (T19), “teaching 20 years ago was probably people gave them a ball and said, ‘play a game, off you go’” (T27). It was noted that, even now, “there is that school of thought, that sort of *old school* who say, we’re doing games, we are doing football or rugby if it was winter, with cross country, if it was summer it was athletics and cricket” (T48, emphasis in original).

Specifically, in regards to 14-19 PE developments, it was commented that some longer-serving PE teachers “struggle with that” (T15), “they didn’t see the value in it” (T12) and subsequently they have “been reluctant to get involved and have been a little bit stand-offish” (T2). As an example, in elaborating upon their own experiences one female Head of PE (aged 59) stated that: “I’ve become disengaged with it”, and “I do not want to do any exam courses” (T50). Linked to this, one Head of PE (aged 29) reported that they had even witnessed older colleagues asking pupils, “Why do you want to study PE? What jobs that gonna lead to?” (T2).

In contrast, there appeared to be an apparent ideological shift in the philosophies and preferred practices of future generations of PE teachers. It was noteworthy that less experienced PE teachers in the study often held a differing view from their older colleagues: “the new teachers that are coming

through are totally receptive to 14-19 PE" (T14), seeing such developments as "an important part of the curriculum" (T40), and "one of those things that is paramount" (T23). Indeed, all the younger PE teachers saw PE as more than just the delivery of practical physical activities, but also the provision of PE-related qualifications: it's known that it's not just sport, as it [PE] encompasses so much more" (T19). In light of such perspectives, it was observed that new (younger) teachers entering the profession are not "coming in naively thinking it's [PE] all about practical sport" (T18), "they are very aware of 14-19 PE" (T3), and they see PE as being more "academic" (T48). Conversely, such a perspective caused consternation for many of the longer-serving PE teachers as they expressed concern regarding the way in which their more recently-qualified colleagues constitute a generation for whom examinable PE is more of a priority than "traditional" activities such as extra-curricular PE. One teacher commented: "when teacher trainees come in, and they almost focus totally on teaching, and their GCSE and their BTEC, and extra-curricular is an afterthought" (T3).

It was suggested that such an approach to the teaching of PE was the case because younger PE teachers: "had been trained in it [14-19 PE]" (T35) and new (generally younger) PE teachers were "coming out of university now much more in tune with, you know, we've got courses to deliver, we need to be excellent in the classroom" (T46). It was noted that this change in the training of PE teachers transpired because "the universities are aware of how much goes on in schools in terms of accreditation delivery" (T18). Conversely, many of the older PE teachers noted that, for them, this was a change in their working

practices which was new to them: “it’s so different from what we’ve done before or what we’re trained to do” (T6). Moreover, it was also noted that older PE teachers did not have the chance to gain a qualification in PE when they were at school. For example, an Assistant Headteacher (aged 43) stated that “I didn’t do any PE qualifications myself in school – no A-Level PE because it didn’t exist in my school and no GCSE because it didn’t exist at that time” (T42). In contrast, one PE teacher (aged 26) shared that: “I always had the interest in teaching [14-19 PE], since I was in high school…because of the positive experience I had with the subject” (T43). The same teacher went on to explain that:

> “when I was doing my GCSEs and A-Levels, they were the lessons that I enjoyed the most, and the teachers were very innovative in the way they taught the lessons, and I enjoyed them the most. And that is what I would like to do with my lessons, make them innovative, make them really interesting and engaging. So I think my interest comes from the enjoyment that I had with the subject” (T43).

Thus, it was suggested that the divide in the perspectives of older more experienced and younger less experienced PE teachers towards 14-19 PE was partly due to the experiences that PE teachers had had themselves during their own education. Whilst older PE teachers had no experiences to draw upon from their own education when engaging with the 14-19 PE curriculum, all of the

younger teachers had enjoyed their experiences when studying for GCSE and A-Level PE, etc., and now they drew upon such experiences for motivation and inspiration, wanting their pupils to have the same positive experiences that they had experienced.

Interestingly, it was noted that not all older PE teachers were opposed to engagement with 14-19 PE. It was suggested that: “they’re not adverse to it” (T15), and that although “initially they were quite happy to keep things the way they were”, “when they started to see the benefits...they soon became supportive” (T25). Moreover, it was evident that some older PE teachers were actively seeking experiences in 14-19 PE in order not to be left behind in their PE departments and with their future careers in mind. It was noted that “most PE teachers are aware that you don’t want to be standing on a muddy field at 65, in the driving rain. So you’re developing your classroom skills, for the future and for later down the line” (T20).

In this respect, one male PE teacher (aged 35) asked: “do I see myself teaching PE at the age of 50, in January, teaching on a cold day, etc. You know, I might probably want to be in a classroom at that age. So you know I am very happy to evolve and change” (T17). It was suggested that due to developments in 14-19 PE, PE teachers were now able to operate in different settings (such as classrooms), as opposed to having to work purely in practical, physically demanding settings (such as playing fields and sports halls), which meant that older PE staff in particular were able to “stay in the subject for longer” (T8). In

this respect, it was further proposed that “as a PE teacher you feel like possibly you can’t teach PE until you’re 60, 65” (T36), indeed, one teacher proposed that “the thought of me being in work till I’m 65/70 doing that job, scares me to death” and how “there comes a time in all of our careers, where we’re past our best practically, to go out there and demonstrate and work with kids who could be 11 and 12” (T11).

Summary

This study focused on the perspectives of PE teachers regarding the development and impact of the subject of PE within the 14-19 curriculum. The key findings have been broken down into two main themes.

In terms of the first theme, PE teachers’ perspectives of how 14-19 PE has developed over time, in general and in their schools in particular, a process of the marketization of education, with the subsequent competitive forces generated, in which secondary schools operate (between schools, and in schools between different subject areas) was evident. This had led to an expansion over the last decade of the accreditation opportunities available to more pupils, across more schools, through 14-19 PE.

Within the study, the PE teachers noted that the drivers of such processes of change were located within both local and national contexts. More specifically, the local context included individuals and groups, such as senior managers (often with a PE background), Heads of PE, PE teachers, pupils and their parents, who were perceived to have facilitated the development of 14-19 PE in the context of a rapidly developing educational marketplace. With regard to national contexts, it was noted that central government 14-19 curriculum policies such as performance targets (measured by school league tables) and the Specialist Schools programme, had impacted on the development of 14-19 PE in schools. Equally, it was observed that policies such as planned reforms to academic qualifications and the introduction of an English Baccalaureate may hinder the continued development of 14-19 PE in the future.

In terms of the second theme, PE teachers' perspectives of the impact of the development of 14-19 PE (intended and unintended outcomes), it became apparent that their views centred around the benefits of 14-19 PE primarily for their pupils, such as gaining more qualifications and offering pathways beyond school. However, it was also evident that the PE teachers perceived benefits for themselves, such as an increase in the status of their subject and PE-related qualifications in schools, and by extension, an increase in their own status (although this was by no means universal). Furthermore, for the PE teachers it was evident that there had been a change in their 'working climate' in secondary schools, in that they were being offered opportunities not frequently previously available (for example, promotion to more senior levels). It was also noted that there had been a change in their 'work demands', most notably

evident in their increased workloads. This led to them attempting to conduct their old traditional PE teacher roles (i.e. the provision of core NCPE, extra-curricular PE activities and school sport) and new PE teacher roles (i.e. the delivery of academic and vocational accreditation) at the same time. Within this context, or what may be termed a ‘double shift’, it was noted that the PE teachers were searching for a more realistic work/life balance, and for most this meant a reduced involvement with extra-curricular PE provision, and a subsequent increased use of adults supporting learning (ASLs), in particular sports coaches, to support the delivery of extra-curricular PE in particular. Generally (although not in all cases) this was not deemed a popular development amongst the teachers.

As a consequence of such developments, it was suggested that 14-19 PE had changed, indeed transformed, both the nature and purposes of PE, and the role of PE teachers in secondary schools and what it now means to be a secondary school PE teacher. In this regard, a ‘generational divide’ was evident, in that the more experienced (older) PE teachers questioned whether this is what the subject of PE and their role as PE teachers ought to be, whilst the less experienced (younger) PE teachers demonstrated more of a positive acceptance of such developments. This was partly due to having completing PE-related qualifications themselves as students in school and/or college, and being trained to deliver 14-19 PE at university, opportunities not afforded to many of the older PE teachers.

CHAPTER 6 - DISCUSSION

This chapter discusses the development of 14-19 PE within the developing 14-19 curriculum, and in so doing, examines the two main themes which emerged from the study: (i) the participants' (PE teachers) perception of the processes shaping the development of 14-19 PE within the English secondary education system, and (ii) the participants' perspectives on the consequences (intended and unintended outcomes) of the development of 14-19 PE, for the subject of PE, for their pupils and for themselves.

Throughout this chapter, alongside a synthesis of the previous literature relating to the emergence, development and impact of the 14-19 PE curriculum, an application of the sensitizing concepts offered by both the literature and a figurational sociological perspective will be utilised in order to analyse the grounded theory generated. Accordingly, figurational sociological sensitizing concepts such as: social processes; networks of interdependencies or figurations (structures of mutually oriented and dependent people interacting with each other); power and power ratios; and (intended and unintended) consequences (outcomes) of social interactions are utilised, in order to help make sense of the social processes emanating from the interaction between

individuals and groups concerned with 14-19 PE in secondary schools (or what may be termed the 14-19 PE figuration).

Such an approach is appropriate in the present study as social processes have been seen to have shaped the development of the 14-19 PE curriculum over time, and created consequences, both intended and unintended (planned and unplanned) for the subject and for both pupils and teachers of PE in secondary schools. Moreover, such an approach is required in the present study because, as Green (2003) argues, explanations can only be found by taking into account the compelling forces that are a consequence of teachers' interdependences with a range of other people and groups of people, therefore, "one must recognise that people can only be understood – or in Eliasian terms, physical education teachers only emerge as people – when they are seen in the context of their time and related to the framework of their period" (Green, 2006: 656).

The development of 14-19 PE: 'contexts of change'

As explained in Chapter Three, a figurational perspective sees social life as having an inherently processual character, and for this reason, "we can only understand and explain any given sociological problem if it is seen as the outcome of some long-term process of development" (Van Krieken, 1998: 67). If we want to examine why something is the way it is, we have to understand how it developed over time. We can only really begin to appreciate the present if we

have a grasp of how things have come to be (CRSS, 1996b). According to Penney and Evans (1991), processes have to be examined if practices, in areas such as PE, are ultimately to be both understood and explained. In order to explain the development of 14-19 PE in secondary schools, we must make sense of the historical and the current context of education, in general and PE in particular.

It is noteworthy that, what is important when exploring social processes is not to see things in simple terms, but rather there is a need to recognise the complexity of processes within social interactions, because issues in societies are complex, multi-faceted and not simply linear processes (Loyal and Quilley, 2004). In terms of 14-19 PE, as Green (2008: 90) put it: “the dramatic growth and normalization of examinable PE may best be explained as the outcome of a combination of several interrelated processes”. This means that the development of 14-19 PE cannot be explained by a single causal effect, but instead will be the outcome of complex, dynamic, multi-faceted social processes enacted through the interweaving of people's actions (which lead to the emergence of broader social processes, over time).

As mentioned earlier within the thesis, when exploring social developments (such as the development of 14-19 PE in secondary schools), there is a need for a consideration that individuals and groups exist over time in a constant complex process, constantly moving, constantly changing, and that dynamic, emergent, interdependency ties between individuals and groups of individuals

both constrain and enable social interactions (Bloyce, 2004; Dunning and Hughes, 2013; Landini, 2013). Indeed, Green suggests that:

> "if we want to understand why teachers come to think and believe as they do about the nature and purposes of PE [and 14-19 PE] and, indeed, their everyday practice, then we need to explore the networks of social relations – of figurations – of which they are a part".
>
> (Green, 2003: 117).

Green (2008) argued that it is impossible to understand the developments and effects of PE policy, and the rapid rise to prominence within schools as well as within PE, of examinable PE (especially with the advent of the 14-19 PE curriculum), except in relation to the various networks of individuals and groups with whom physical educationalists are unavoidably interdependent - or put another way, people and organisations with whom physical educationalists are unavoidably linked. Green (2003: 18) points out that "for figurationalists, people are always and everywhere interdependent with other people and groups of people – via webs of social relationships or figurations". Therefore, the proper object of investigation for a sociologist would always be figurations – networks of interdependent humans (Hagan, 2012; Landini, 2013). With regard to the present study, in order to explain when and how the 14-19 PE curriculum has been shaped within secondary education over time, an understanding of the

complex developmental processes emanating from the interaction between individuals and groups concerned with 14-19 PE in secondary schools, situated in various contexts is required. These individuals and groups (the 14-19 PE figuration) represent historically produced networks, with interdependency ties which become more complex over time, as PE teachers link with others with an interest in their subject (Green, 2003; 2008).

Such an approach to understanding the development of 14-19 PE is supported by Murphy (1995) who pointed out that an examination of this kind should focus on networks of individuals, as social processes exist in and through the actions of people (i.e. networks of human beings moving through time). Hence, Green (2003) explains that when viewed sociologically, developments in 14-19 PE in schools are best explained in terms of the context in which the 14-19 PE figuration operates, as PE teachers are “operating in contexts that constrained their behaviour – whether in the form, for example, of government policy statements or the internal market in education” (p124), and that “all are constrained by similar circumstances at the local and national dimensions of their figurations” (Green, 2003: 135). Specifically, the thoughts and behaviours of PE teachers are heavily circumscribed, not to say constrained, by broader social networks with other teachers, governors, parents, the Government, OFSTED and so forth (Green, 2006). Therefore, in regard to understanding when and how 14-19 PE has developed over time within English secondary schools, this involves a consideration of what Alfrey et al (2012) call the complex chains of interdependence that characterise the local and national levels of the education figuration. Consideration is needed for example, of the

interdependency ties found within local networks (or what may be termed the local context) of individuals and groups, such as between senior managers, teachers, pupils and their parents, and at a wider regional level, the larger networks which inevitably involve other schools in the region. Also, consideration is needed of the interdependency ties between individuals and groups beyond schools within national networks (or what may be termed the national context), such as those between schools and central government, for example (Dunning and Hughes, 2013; Goodwin and Hughes, 2011; Landini, 2013). In this regard, what was evident from the findings in the present study was that the development of 14-19 PE came about due to what may be termed 'contexts of change', in both local and national contexts.

Over a decade ago, Green (2003) suggested that for PE teachers, "constraints operating at the national and local level of their figurations will constrain PE teachers even more, in the near future" (p128). The findings from the present study support Green's observation, in that it was evident from the participants' responses that, over the last decade, both local and national level pressures (constraints) were perceived to have (and still) be impacting on the development of 14-19 PE in English secondary schools.

What is noteworthy is that, it is not plausible to explain the growth of 14-19 PE simply in terms of independently-minded PE teachers promoting developments with altruistic motives. Rather, they are better explained by taking into account the compelling forces that are a consequence of teachers' interdependences

with a range of other people and groups of people. Salient among these were the school management and the educational market that the teachers and their schools operated within.

Local contexts of change

As Green (2003) found, it was evident in the present study that all of the PE teachers, implicitly if not explicitly, were in agreement that the drivers of the process of when and how the 14-19 PE curriculum had developed over time were located in a local context. Very often they spoke of the interplay or interdependence between themselves and others in their networks (for example, between teachers and Headteachers), more so at the local than the national level. Hence, it became evident that developmental processes which had impacted upon 14-19 PE over time emanated from local individuals and groups involved within secondary school settings. Specifically, it was observed that this local context (i.e. local figurations), included individuals and groups such as Headteachers, senior management generally (often with a PE background) and Heads of PE, but also significant others in the form of other subject teachers, the pupils themselves and even their parents.

Headteachers have always appreciated the recruitment potential of academic success and, according to the teachers in this study, many have come to recognise the potential in 14-19 PE for not only enhancing their schools' league

table positions but, at the same time, engaging groups of pupils otherwise lost to the qualifications treadmill. In this regard, it is worthy of note that a number of comments from the PE teachers in the study confirmed the findings of others. For instance, it had been previously noted that Headteachers have been inclined to interfere, directly and indirectly in respect of developments in examinable PE (Green, 2003), in that, “some Headteachers wanted the GCSE in physical education, so some staff were forced to consider it” (Carroll, 1990a: 141), meaning that PE teachers are under pressure from Headteachers to deliver 14-19 PE qualifications in their schools. Hence, in the same manner in which Evans et al. (1996) found the Headteacher to be a key figure in determining the place of PE in schools, it was found here that senior managers (and in particular, Headteachers) were influential in when and how the 14-19 PE curriculum had developed.

It was also evident from the findings that PE staff, including Heads of PE and main scale PE teachers, were influential (through their actions ‘at the chalk face’ in delivering PE-related qualifications to pupils on a day-to-day basis) in when and how the 14-19 PE curriculum had developed. For example, they were involved in making initial decisions about when these qualifications would be offered to their pupils (see Table 3). Such a finding supports previous observations that the process of the development of PE-related qualifications in secondary schools is a credit to the professionalism, perseverance, commitment and dedication of the physical educationists involved (Carroll, 1998; Francis and Merrick, 1994; MacKreth, 1998).

In addition to the more immediate influence of school management and departmental colleagues, the PE teachers felt constrained by what they perceived as the expectations of their pupils, as well as parents, in relation to PE-related qualifications. Similarly, Green (2003: 125) noted that local contexts "incorporate the impact of pupils and parents". In the present study, it was observed that pupils and their parents had over time influenced the development of 14-19 PE. They had been "an increasingly constraining factor" (Green, 2003: 128) as, in effect, they had wanted (in fact demanded) the provision of PE-related qualifications in their school. Indeed, pupils may be seen as a source of power in that the choices they make determine the development (and continuation) of PE in the 14-19 curriculum. If pupils did not select to study PE-related qualifications within Key Stages Four and Five, then these qualifications would cease to be required.

At a wider regional level, the larger networks (or figurations) that constitute each school are inevitably part of wider local networks involving other schools in the region. What was evident from the study was that within these regional level contexts, a rapidly developing educational marketplace had emerged, leading to a competitive, market driven environment within which the schools operated. In this respect, when explaining this context, the teachers emphasised the significance of *inter*- and *intra*-school competition, which had led to competition both between and within schools (especially between different subject areas), for pupils. In view of that, the findings suggest that the PE teachers recognised

that their schools and, by extension their subject, had become part of an educational market-place and, as a consequence, they were obliged to respond to market pressures, not least by competing for potential pupils as if vying for an increased market share.

The above is due to the application of market principles being increasingly evident within educational contexts, meaning that staff within secondary schools may be seen to be operating in a complex, competitive 'marketplace', whereby they are competing with each other (Bartlett and Burton, 2009; Jones, 2008; Pring, 2005). The teachers' perceptions of the educational market in general, and league tables, in particular, exacerbated perceptions of working in a competitive environment. According to Green (2006), the upshot of these processes is that physical education teachers frequently feel themselves compelled to do things, such as develop examinations in PE. Another illustration of the enforced shift in priorities on the part of teachers was the intrusion into PE of another feature of the educational market-place, an expansion of "outsourcing" (Williams and MacDonald, 2014: 1), in the form of sports coaches and development officers in the delivery of extra-curricular PE, a development that is addressed later in this chapter.

It has been identified that this marketplace in education, has led to the growth of examinations in PE (Gorard et al, 2003; Green, 2008). This is because, as Green (2003) noted, in conditions of competition between schools for pupils, PE teachers may be encouraged to respond. Thus, as schools started to offer 14-

19 PE opportunities to their pupils, other schools in their locality were seen to follow suit, a situation which led to a mentality of: “if you can’t beat em, join em” (Carroll, 1998: 348). In regard to recruiting students, the PE teachers suggested that they were actually doing very well, by attracting them into their school, and then into their department.

Interestingly, in the same way in which Green (2003) observed that for PE departments, sporting success (in the shape of successful sports teams) was seen as especially valuable for promoting (advertising) their school. In the present study, the same now applied with regards to examination results in the 14-19 PE curriculum, as schools were using their examination results for promoting (advertising) their school. In this respect, Green (2008) argued that PE departments having to promote themselves and compete for potential pupils for their school had assisted in reinforcing the academicization of PE, and subsequently, the development of 14-19 PE.

As well as PE teachers’ perceptions of developments in 14-19 PE, this study was also interested in how they made sense of the changes they spoke of. In essence, their explanations tended to be couched in terms of the contextual constraints brought about directly and indirectly by the marketization of education. In other words, the main drivers of developments in the 14-19 curriculum appeared to be the teachers’ responses to contextual constraints associated with the educational marketplace, and specially, the need to attract

income-bringing pupils, in tandem with driving up the ‘results’ profiles of their departments and schools (Ball, 2007; Evans & Davies, 2014).

Although they tended to describe and explain the development of qualifications in PE in terms of their individual (PE teachers) and collective (departmental) responses to local and school level constraints, the teachers also appeared acutely aware of the wider national context in which they and their schools operated. Without exception, the PE teachers pointed to the wider educational and socio-economic contexts in which they, their departments and their schools were situated and which, in their eyes, had driven the 14-19 curriculum developments they spoke of.

National contexts of change

As Green (2003) had observed, it was evident within the findings of the present study that, in addition to the complex network of relations experienced by teachers in their schools and departments, in the local context – the figurations of which the PE teachers were also a part were groups of people beyond the immediate confines of the school setting. Alongside the impact of the local context, a national level context was also having an impact, in that, as Green (2003) points out: “local dimensions to figurations are intimately related to developments at the national level” (p135). Moreover, some of the constraints that PE teachers experience at the local level emerge from developments at the

national level, which impact upon the philosophies and practices of PE teachers and consequently affect PE (and 14-19 PE) as it is experienced by school pupils (Green, 2003).

With regard to national contexts (and the national dimension of the 14-19 PE figuration), it was particularly evident from the findings that central government 14-19 curriculum policies had influenced the development of 14-19 PE in the secondary schools. For instance, it was noted that the educational market-place within which the examination league table positions of schools and the currency of examination success were having a profound impact on PE. Indeed, with the introduction of school accountability measures such as school league tables, many directly and indirectly involved with secondary school PE saw that it was crucial for the subject to be included in such measures. With the publication of school performance tables based on examination results, schools were seeking ways to maximize their chances of obtaining high levels of examination passes, with top grades, and was realised that examinable PE was one way in which this could be achieved (Green, 2008).

It is suggested however, that such an approach may provide evidence of the contradictory (in fact, incompatible) nature of government policy impacting on PE in secondary schools. For example, at the same time that there is an increased focus on the attainment of nationally recognised qualifications by young people (including PE qualifications) in order to improve school examination results, there is a call from the government for more competitive

sports, especially through team games in schools (DfE, 2010b; 2011c). The findings from the present study suggest that this is somewhat of a contradiction in government policy, in that as more PE lessons are moved into the classroom (Green, 2008) in order to cover the theoretical content of PE-related qualifications, this inevitably leaves less time for physical activity within PE lessons (and also extra-curricular PE activities), let alone competitive sport. With restricted timetable space for PE, especially in Key Stage Four, it is hard to see how both government policies (more qualifications and more competitive sport) can be implemented at the same time. It was also evident that very many PE teachers in the study were concerned by other government policies, and in particular, the introduction of the English Baccalaureate qualification at Key Stage Four with a focus on the five subjects of Maths, English, Science, Humanities and Languages. This it was believed could negatively impact on the 14-19 PE curriculum. Such perspectives support previous reports (BBC, 2012b; Davis, 2012; Paton, 2012) that a focus on five core subjects in Key Stage Four could impact on subject areas such as PE, which have not been included, and which consequently could be undermined and left behind, as pupils are deterred from studying non-EBacc subjects at the age of 14. Moreover, it has been proposed that this alleged downgrading of 14-19 PE could exacerbate the recent decline in the number of teenagers studying sport (see for example, Figures 1 and 2). Therefore, such government policies were perceived to be a threat to the future development of 14-19 PE, appearing to marginalise the subject and thereby potentially diminishing the status of their subject.

From the findings, it was also evident that another key national educational policy which had impacted on the development of 14-19 PE was the Specialist Schools initiative, and more specifically, the opportunity for secondary schools to attain specialist Sports College status. Very many of the PE teachers who did, or had worked in a Sports College, identified the significant impact that Sports College status had had on the development of 14-19 PE. Indeed, it was evident that the process of the marketization of education, and the subsequent context of competition within and between schools (as mentioned earlier in this chapter), was compounded for those who worked in a Sports College. Thus, the introduction of specialist Sports College status appeared to have provided the PE teachers with the opportunity to further develop and expand 14-19 PE provision within their schools, and go beyond what they had managed before in regards to the range of provision possible – an opportunity that they seem to have taken with both hands. This process was also observed by Stidder (2001a: 46) who explained: “what is known is that the establishment of specialist Sports Colleges has had a significant impact on the development of examination courses in PE”, and which has now expanded to include the wider 14-19 PE curriculum.

Power relations and the contexts of change

From a figurational perspective, all human relationships (figurations) are characterised by power balances of many sorts, as power is a necessary property of *all* social relationships, and is central to *all* patterns of

interdependency. This is because throughout life, people depend on others for things they need, and this simple fact means that power ratios are a feature of *all* human relationships (Dunning and Hughes, 2013; Goodwin and Hughes, 2011). Therefore, in attempting to understand the impact of the social interaction of networks of interdependency, such as the 14-19 PE figuration, within both local and national contexts, it is necessary to introduce the concept of power. This is because interdependent individuals, who exist together in groups (or networks), are bonded together, inextricably linked in dynamic constellations which are complex, ever-changing and shifting, as they interact together and thereby impact on each other to varying degrees due to complex (and often unequal) power relations (Dunning and Hughes, 2013; Goodwin and Hughes, 2011; Landini, 2013). Accordingly in this regard, Green (2008: 27) put forward that "recognising and appreciating the particular ties between people and groups and the power relationships associated with these, is fundamental to understanding policy formation and implementation". More specific to the present study, Green (2003) argued that an adequate appreciation of ideological developments within PE over time, such as the development of 14-19 PE, requires an account of broader socio-political spheres of influence that have shaped the development of the subject in schools. Therefore, in order to make sense of when and how 14-19 PE developed, it is necessary to view the different kinds of power relations within the 14-19 PE figuration, within both local and national contexts, for example, between teachers and other parties in terms of balances of power (and power ratios) (Green, 2008).

Interestingly, Green (2006) stressed that the thoughts and behaviours of people, such as PE teachers, are heavily circumscribed, not to say constrained, by broader social networks as they are inextricably bound into power relations with a wide range of people and groups, both near and far, including parents, pupils, Headteachers, other teachers, governors, local education authorities, government ministers, governing bodies of sport, OFSTED, and so forth (Green, 2008). Thus, PE teachers are increasingly related to many and varied constraints from significant others, both locally and nationally, at one and the same time. In particular, Green (2003) highlighted that the more common reasons cited for developments in practice had to do with constraints operating at the local level of day-to-day practice in schools, meaning that PE teachers "can be influenced by the pupils they teach, their past and present colleagues, and senior management and policy makers, amongst others" (Alfrey et al, 2012: 367).

Power balances move to and fro, over time. Therefore, social networks inevitably reflect the power struggles and the converging and diverging interests of the parties involved (Dunning and Hughes, 2013). In this respect, the findings from the present study revealed, in the same manner as was found by Green (2003), that the 14-19 PE curriculum developed as a response from PE teachers to the immediate pressures of their working situation, such as pressure from senior managers to develop such opportunities for the pupils in their schools. Likewise, 14-19 PE developments were seen to occur as a response to the constraints of the expectations placed on PE teachers, "by relationships with other teachers" and "pupils, as well as their parents" (Green, 2003: 125).

In the first instance, the PE teachers reported two constraints: first, the requirement to attract pupils to their schools and, second the necessity for those pupils to achieve good grades in their 14-19 qualifications – primarily in order to enhance their schools' regional standings in league tables. It was evident that such constraints were a result in particular of the power relations specifically between senior managers and PE staff. For instance, senior managers, and Headteachers in particular, who Green (2003) noted are at the epicentre of schools, were seen to put pressure on PE teachers to offer 14-19 PE qualifications in their schools.

Previously, Green (2003: 124) found that "the pressures on teachers from Headteachers and senior managers often took the form of anticipation of sporting success for their school. However, a shift was evident in this regard as within this study, the PE teachers identified that the pressure exerted by colleagues (specifically senior managers) was now focused on pupil results in their academic and/or vocational PE qualifications. The upshot of these processes is that PE teachers "frequently feel themselves compelled to do things – such as develop….examinations in physical education" (Green, 2006: 657). Therefore, it is suggested that the development of 14-19 PE is evidence of how PE teachers "are more-or-less susceptible to the compulsion of the figuration of which they are a part" (Green, 2006: 657), meaning that PE teachers are more-or-less compelled to adhere to the demands of senior management (for instance in developing 14-19 PE in their schools), and

consequently, “their practices represent something of a compromise” (Green, 2003: 135). Successively, Green (2003) found that, unsurprisingly, PE teachers perceived themselves as more-or-less “at the mercy” of the expectations of their Headteacher, their Heads of department and senior colleagues (p123).

So, although the PE teachers often presented themselves as agents of change in 14-19 PE curriculum developments in their schools, the context they described belied such claims. Although they recognized and were often quick to exploit 14-19 PE as a power resource for them and their departments within their schools, they frequently indicated that in practice, responsibility for driving change and specifically in the 14-19 PE curriculum, had passed to management and that they often felt more like ‘pawns in the game’. In contrast with the early years of examinable PE, where PE teachers themselves were almost invariably the agents of change as they sought status for their subject over the past 20 years or so, the impetus for developments more recently has occurred reactively as PE teachers have responded to the pressures exerted by school management.

In this context, it was observed that the PE teachers felt relatively powerless. However, from a sociologically (figurational) perspective, it is suggested that although power relations (balances) may be unequal, dependency and interdependency means that power relations are never remotely one-way. Power is not an amulet possessed by one person and not by another – meaning that all individuals and groups have some level of power, as even the most

influential people do not, indeed cannot, act wholly independently of others (Bloyce, 2004; Landini, 2013).

As an example of this process, it was observed from the findings, that the PE teachers had come to recognise the ways in which they were deeply enmeshed in what sociologists might call networks of interdependencies (particularly in their local context) within which examinable PE had become a source of relative power for them, thereby improving the standing and influence of their subject. Thus, the PE teachers felt that they had actually increased their power in relation to managers and other teachers, in their favour, as they had adopted 14-19 PE successfully to bring about results in examinations.

Contexts of change: transforming the nature and purposes of PE

It has been suggested that the development of PE within the 14-19 curriculum could have a profound effect on the subject in secondary schools. Indeed, with an unprecedented increase in the numbers of pupils studying examination courses in PE, it has even been proposed that such developments appeared to be changing the nature of PE (Green, 2008; Stidder and Hayes, 2002; Stidder, 2015). In reflecting on the process of the development of 14-19 PE, or the academicization of PE (Green, 2003), it has been considered that the upshot could well be that the term ‘PE’ becomes increasingly associated with, and reserved for, examinable (and especially academic) forms of the subject, while

traditional PE (rebranded as school sport) is moved to the margins of the curriculum in the form of extra-curricular PE and sports clubs (perhaps delivered by sports coaches), as there is an increased emphasis upon the theoretical study of physical activity and sport, in both absolute and relative terms, sometimes at the expense of, practical activities (Green, 2008; Liston, 2011b). In this regard, just over a decade ago, Green (2001) noted that PE appeared to have joined other school subjects on the 'academic treadmill', becoming more rather than less like other (academic) subjects and correspondingly less like conventional or traditional PE (with its focus on physical and sporting activities).

Green (2008) argued that this process of development was evident within the practical changes in what PE departments do, which has led to a recasting of taken-for-granted assumptions about PE. Indeed, the growth of 14-19 PE qualifications appears to have added to a persistent and enduring uncertainty from some in the PE profession (and beyond) surrounding the supposed nature and purpose of PE in secondary schools and what PE is or *should* be about (Green, 2008).

The findings from the present study similarly suggest that developments in 14-19 PE, which had emerged from interactions between individuals and groups within the 14-19 PE figuration (in both local and national contexts), may be seen to have led to alternative conceptions of the nature and purposes of the subject of PE. For example, when explaining the nature and purposes of PE it became clear that many of the PE teachers thought that 14-19 developments had

markedly changed, indeed transformed, the nature and purposes of the subject, both in terms of the fundamental meaning of what it means to be educated physically and in terms of the day-to-day delivery of PE lessons. Increasingly, there is a focus upon the teaching of theoretical principles, such as the acquisition of skill or the contribution of exercise to health (Green, 2003), as opposed to participation in practical sports. This process has led to what sociologists (Green, 2003) would call a 'new orthodoxy' for PE teachers, in that many PE teachers now view PE even more so than before, as an academic version of PE alongside a conventional form of the subject, thus comprising theory-based activities alongside practical-based activities (and in some cases, in place of practical activities).

This marked change in the PE teachers' perspectives of the nature and purposes of their subject is illustrative of a *transformation* of PE, wherein the often unanticipated and unforeseen developments brought about by the significance of 14-19 PE were changing the subject fundamentally. In many ways, this transformation of PE might be viewed as a neat and pithy illustration of what sociologists would call a blind social process; something that develops in ways that many, if not quite all, did not foresee and that no-one has planned. For this reason, Green (2003) highlighted that from a (figurational) sociological perspective, changing views on the nature and purposes of PE must be understood as the (often unintended) outcomes of long-term social developments, and that, in common with all social processes, the evident process of the academicization of PE has made its mark on the subject-community. Hence, the development of 14-19 PE has markedly changed,

indeed transformed, what many PE teachers think PE is all about, particularly over the last decade. However, it should be noted that this transformation is not yet so extensive that it constitutes a revolution in PE; and changes so sweeping that the subject is unrecognizable. As Green (2003) identified, changes in the PE world are processual and, as such, reflect “the existence of widespread continuities alongside degrees of change” (p128).

It has been argued that the changes (indeed transformation) of the PE teachers’ perceptions towards the nature and purposes of PE have been associated with the undeniable process of the academicization in PE, which over a decade ago was well underway in PE, and which was most apparent in the dramatic growth of examinable PE (Green, 2003). In this regard, what was evident from the findings in the present study was that, over the last decade, there has been a continued development of the process of the academicization of PE. This is evident in that both academic pathways (e.g. GCSEs and A-Levels) and vocational pathways (e.g. BTEC Sport) are now extensively available to more pupils following PE in the 14-19 phase. This continued development is explained by Green (2003) who argued that:

> “if the possession of academic credentials is a condition of entry to the mainstream curriculum, then physical educationalists were, and for that matter remain, obliged to direct their subject away from the familiar idea of the

> teaching and learning of practical physical activities and towards academic aspects of PE”
>
> (Green, 2003: 43).

In reference to the process of the academicization of PE, it has been previously identified (Green, 2008) that there was a choice to be made between continuing with a traditional PE curriculum (that was predominantly games-orientated), and thus accepting the non-academic and therefore non-educational (or at best marginal) status of PE, or, undergoing a radical change of identity, in order to redefine PE as an academic subject in the school curriculum:

> “If PE is not concerned with the acquisition and mastery of theoretical knowledge, the argument goes, it is – by the very nature of education – non-academic and thus non-educational”.
>
> (Green, 2003: 43).

Carroll (1998) proposed that the survival of the subject of PE would have been in doubt if it had only been regarded as a recreational subject. In response to this choice facing the PE profession, there has been an increased prominence of what may be termed ‘credentialism’ in PE; a supposed *over*-emphasis on credentials, or publicly recognized formal academic and vocational

qualifications. This means that a subject that hitherto focused upon the development and application of practical skills begins to take on the kinds of cognitive and theoretical subject-matter associated with academic school subjects.

The impact of power relationships within networks not only influence the actions of individuals but also impact upon their general outlook or ideologies/psychological make-up (Manning, 2014). Despite evident concern about and resistance on the part of some PE teachers in the study to the ways in which developments in the academicization of PE (or more adequately credentialization of PE), qualifications in PE and the process of credentialism appear to have become sufficiently established to have permeated the group habitus of PE teachers. It seems very many PE teachers' individual and collective predispositions or philosophies have adapted to accommodate the lived reality of credentialism in PE, such that they now preach what they have come to practice, a twin-track approach to PE consisting of conventional, sports-based practical PE and PE qualifications of one kind or another, but predominantly academic.

It was also evident from the findings from the present study that over the last decade, there was increased prominence of "a widespread acceptance and adoption of the academicization of PE" (Green, 2003: 44) within the 14-19 PE figuration, although this was by no means universal. Indeed, nearly all of the older PE teachers in the study were not as convinced as their younger PE

teaching colleagues in regards to the development of 14-19 PE, and the direction in which such developments were taking the subject in secondary schools. Such reservations are not new, and have in fact been previously noted. Stidder and Wallis (2003b) for example, considered whether “a widespread move towards accredited PE courses at the expense of traditional core programmes could be considered as short-sighted and may be detrimental to the subject, rather than being seen as having its own value in the curriculum” (p42), and accordingly, they warned against creating “a *production line* of qualifications, with no adherence to the reinforcement of the essential qualities of PE” (Stidder and Wallis, 2003b: 45, emphasis in original).

Just over a decade ago, Green (2003: 103) suggested that one of the more dramatic developments in secondary PE over the past 30 years had been the growth, even explosion, of examinations, particularly in the form of GCSE and A-Level PE. However, in terms of the present study, it was observed that since this time there has been a continuation alongside changes in the process of the academicization of PE, meaning that there has been an expansion over the last decade in particular of the accreditation opportunities available to more pupils, across more schools, through 14-19 PE. A prominent feature of this process of continuity alongside change has been the rapid increase (in fact, explosion) of vocational PE-related qualifications, specifically BTEC Sport qualifications, in secondary schools. Indeed, these qualifications have developed to such an extent, leading to a point at which we might refer to the situation as a ‘new, new orthodoxy’ in PE. Hence, rather than the process of the academicization of PE being about the development of academic qualifications in schools (e.g. GCSE

and A-Level PE), there has been a shift towards a focus on the provision of qualifications such as the BTEC Sport, alongside (but sometimes in place of) academic qualifications.

It was evident from the findings from the study that both senior managers and PE teachers alike were the driving force behind this shift, which they justified mainly through what they saw as the benefits to their pupils. For instance, with a focus on coursework and not examinations, the teachers argued that vocational qualifications allowed pupils to not only enjoy their studies, but more importantly to reach higher levels of attainment, as young people preferred (and were better at) coursework-based assessment activities than traditional forms of assessment such as examinations. In spite of this argument, responses from both senior managers and PE teachers in the study belied other motivations for this 'new new orthodoxy' in PE. If pupils were more successful in vocational qualifications this could impact quite markedly on schools' examination results, as measured in school league tables, especially as one BTEC (First) Sport qualification could equate to the equivalent of four GCSE passes, an outcome that both senior managers and PE teachers were happy to exploit.

However, in contrast, it is noteworthy that despite what the teachers wanted to believe, it is well-established that academic credentials such as GCSEs and A-Levels are the most highly valued qualifications when it comes to accessing Higher Education and that beyond BTEC (which itself is seen as very much a

second-class qualification), none of the other vocational options count in HE terms (Green, 2005a, 2008).

Outcomes of the development of 14-19 PE

From a figurational perspective, actions are generated through the social interactions of the dynamic, power-based, historically-rooted interdependent networks of individuals. These actions have an outcome or consequence (Mennell, 1998). Some consequences are anticipated and intended, while others are unforeseen and unintended. Hence, social processes include a combination of intended and unintended [planned and unplanned] consequences which are "the result of the interweaving of the actions of large numbers of people in growing networks of interdependency" (Bloyce, 2004: 88).

Within the present study specific attention was given to ascertain the impact (intended and unintended outcomes) of the development of 14-19 PE, which had emerged through the interactions of those within the 14-19 PE figuration. Such an approach is needed, because as Green (2003: 118) noted: "the figurations of which individuals have been, and continue to be a part have long-term significance", particularly in relation to the consequences of the interactions found within these figurations. Specifically within the present study, this requires a consideration of the planned (and intended) outcomes, alongside a consideration of the unplanned and unforeseen (unintended) outcomes of the

development of 14-19 PE, both for PE teachers and their pupils in English secondary schools.

Outcomes for pupils

It was apparent from the findings that the perspectives of the PE teachers regarding the impact of the development of 14-19 PE invariably centred around the benefits (planned and intended outcomes) primarily for their pupils, which specifically focused on providing increased opportunities for their pupils through the 14-19 PE curriculum. In particular, the PE teachers proposed that they had intentionally used 14-19 PE as a vehicle to motivate pupils and to increase their engagement in school (in Key Stage Four and beyond), which ultimately would lead to their attainment of an increased number of nationally recognised qualifications. Hence, many of the teachers spoke about the supposedly beneficial effects for their pupils of a broadened portfolio of 14-19 PE qualifications (prominent amongst which was BTEC Sport). Further still, the teachers focused on the enhanced opportunities for their pupils, such as opening up pathways for them beyond school, into either employment or further study (e.g. going to university). It is noteworthy however, in this regard that schools (and the teachers therein) also benefit from their pupils progressing onto university, in that this process can positively impact on the reputation of both schools and teachers, as social kudos is seen to be attached to young people successfully progressing into higher education.

It was also perceived that through 14-19 PE qualifications, young people have the opportunity to experience wider educational benefits, explicitly the development of transferable life skills (such as teamwork, communication skills, etc.), particularly as they can take on different roles within GCSE and A-Level PE lessons and summative assessments (e.g. coach, official). This also applies through sports coaching related modules as part of BTEC Sport courses and through exposure to leadership-related work as part of Sports Leader Awards.

Such intended outcomes from 14-19 PE for pupils have been previously reported. For instance, Green (2003) noted that many PE teachers were keen to claim the kind of educational justifications for the development of examinable PE, such as increased opportunities for their pupils. In this respect, it has been argued that 14-19 PE opportunities not only enable schools to “keep and recruit more pupils” (Green, 2008: 92), but also are “an excellent way to motivate pupils” (Stidder, 2000: 35). Insomuch as, PE, and 14-19 PE in particular, can provide a fun, enjoyable, relevant and valuable focus to any student’s studies (Beard, 2002; BST, 2002; Macfadyen and Bailey, 2002), and to provide pupils with an opportunity to “obtain a qualification in something that they were good at” (Green, 2003: 103). In keeping with the views of the teachers in this study as noted above, it has also been purported that there is the potential through accreditation PE for all young people to develop transferable skills and personal attributes (Stidder, 2001b; Stidder and Wallis, 2003a). According to Green (2003: 100) “involvement in PE and sport was taken by teachers to propagate a

lot of social skills". Further, Green (2003: 103) found examinable PE to reportedly have potential vocational benefits for pupils, such as preparing them for the leisure industry and PE teaching, meaning that pupils who successfully completed 14-19 PE qualifications were able to "apply for jobs within the ever-growing sports and leisure industry" (Williams et al, 2010: 57).

It was notable from the findings from the present study that the historically reported (Carroll, 1998; Francis, 1992; Francis and Merrick, 1994; Ofsted. 1995) unequal levels of uptake in 14-19 PE (and examination PE in particular) which reflected traditional gender issues within PE were still evident, with a 'gender differential' still existing within the 14-19 PE curriculum. Thus, it would appear that examinable PE was (and remains) heavily gendered, and as such, continues to reflect and reinforce gender-stereotyping in PE more generally (Macfadyen and Bailey, 2002; Williams et al, 2010). However, conversely, it was found (particularly in the responses from female PE teachers) that although not fully addressed or resolved, positive steps had been taken in recent times with regards this issue. For example, there was evidence that over time, more female pupils were choosing to select to study for 14-19 PE qualifications, especially in Key Stage Four.

When considering how the 14-19 PE curriculum has developed, and the impact this has had, it is important to not only consider the benefits for pupils (the intended outcomes) but also the costs. Interestingly, the teachers did not solely focus on the planned (intended) outcomes of 14-19 PE for their pupils, in that,

although they had clear intentions in mind, it was also evident that they perceived there to be unplanned and undesirable outcomes, or sociologically speaking unintended side-effects (Depelteau and Landini, 2013; Newton, 2006). Indeed, many of the PE teachers in the study were keen to highlight what they saw as the consequences, often unseen and unintended, of this development.

The first issue the teachers spoke about tended to be the consequences of the growing significance of examinable PE in their schools for the practice of PE. In this regard, what was evident (unintentionally for very many PE teachers) was that pupils (and in some cases, all 14-16 year old pupils[9]) were spending increasing amounts of time during their PE lessons (including core NCPE lessons) in a classroom or computer room environment completing either theory-based work as part of preparations for their examination (e.g. for GCSE PE), or coursework-based activities (e.g. for BTEC Sport). Subsequently, pupils were seen increasingly to be doing less practical activity in their PE lesson time, a shift which was especially noticeable in Key Stage Four.

Such a finding supports the observations of others. For instance, it has previously been observed that young people are required to spend more time in classrooms, and less time being physically active during their PE lessons, as much of the time spent on examinable PE is spent on theory rather than sports participation, resulting in core or curriculum PE being pushed to the margins (Capel, 2002; Macfadyen and Bailey, 2002). Subsequently, Green (2008) found

[9] especially in Sports Colleges who made taking a PE-related qualification compulsory for all their Key Stage Four pupils.

that in some schools the time allocated to GCSE PE replaced part and sometimes all of core national curriculum PE, as more and more schools were seeing academic and vocational PE-related qualifications as a viable approach to standard core curriculum PE (Macfadyen and Bailey, 2002; Stidder and Wallis, 2003a). Such an outcome may be seen to be evidence of how education policy (i.e. the development of 14-19 PE in secondary schools) rarely follows a neat, rational model of change, and the outcome of policy is frequently something that no party ideally wanted, intended or anticipated, and almost certainly has unintended consequences (Dunning and Hughes, 2013; Landini, 2013).

Based on the perceived benefits to pupils of participation in 14-19 PE suggested by the PE teachers, it was evident that very many of them had incorporated 14-19 PE into what might be termed ‘amalgam philosophies’ – of “beliefs, values and attitudes” (Green, 2006: 656), wherein they highlighted a mix of benefits to be gained from PE, ranging from formal academic and/or vocational qualifications, to character development. Moreover, this may also be seen as evidence of the ways in which the teachers, ‘trot out’ and rely upon, the (idealistic) discourse of the day (and the associated language available to them) as they refer to the popular phrases in the policy rhetoric surrounding education (and not just in PE), such as ‘attainment’, ‘skills’ and ‘pathways’, often without being able to clearly evidence how engagement with 14-19 PE leads to such outcomes.

Similar to Green's (2003) findings, the PE teachers in the present study tended to provide responses that were idealised, anecdotal and vague, what may be termed an eclectic 'clutching at straws' approach. Thus, not only did the practical reality of the 14-19 curriculum appear to have influenced the PE teachers' individual and collective predispositions via their practices, the surrounding discourses appear to have permeated their ideologies. That is to say, it was apparent from the terminology the PE teachers frequently used, that they had been influenced by the prevailing discourses permeating education in general, as well as the 14-19 curriculum in particular. They were, for example, inclined to regurgitate the rhetoric of 'choice', 'needs' etc., that has become commonplace in educational policy and political discourse surrounding education in recent decades. Yet, the teachers seldom explained precisely what they were referring to and this appeared to reflect the ways in which many had, more or less wittingly, bought into prevailing ideologies. Rather, the PE teachers had followed the suggested view that there should be a focus, in all subject areas, in all schools, on more pupils attaining more qualifications and at the same time, achieving higher grades, a situation which directly impacts on a school's league table position, and an ideology that appeared to be shaping the philosophy of PE teachers.

Furthermore, it is suggested that when the PE teachers tended to focus on the perceived benefits to pupils of participation in 14-19 PE, their responses were somewhat 'altruistic'. Although PE teachers put forward that they were intentionally using 14-19 PE to motivate, engage and help to retain young people in education, at the same time, it was recognised that such outcomes

would allow them to meet their performance targets (which feed into school league tables), and thus further enable them to enhance the reputation (and status) of their subject and themselves in their schools. Such seemingly altruistic perspectives from PE teachers towards 14-19 PE developments are not new, in that Green (2008) previously noted that “PE teachers have a tendency to offer more immediate and prosaic justifications for favouring examinable PE” (p89). Linked to this, it was also evident that the PE teachers presented what may be perceived as a biased perception, or in the words of Green (2003: 102): the impression of a “somewhat idealised view”, when they espoused value-laden statements regarding the impact and importance of the 14-19 PE curriculum.

This has previously been acknowledged by Green (2003: 116), when he remarked that: “PE teachers’ philosophies are prone to being value-laden, practical outlooks”. For instance, PE teachers espousing the (unique) importance of 14-19 PE in providing opportunities for the development of transferable skills in young people (such as communication skills and problem-solving skills), may be seen to be somewhat biased, as such attributes could also be developed through other curriculum subject areas. Such outcomes are not then unique or exclusive to the subject of PE. Indeed, in this regard, Green (2003) suggests that many of the claims for the alleged moral and character-development benefits of PE made by teachers bear the hallmarks of “fantasy-laden thinking” (p99). Sociologically speaking, such biased, value-laden philosophies on the part of PE teachers may be seen to be evidence of an involved rather than detached perspective.

Interestingly, some PE academics (see for example, Capel, 2002; Carroll, 2002; Macfadyen and Bailey, 2002; Stidder and Wallis, 2013) have tended to agree with the views expressed by the teachers in this study with regard to the impact and importance of 14-19 PE and the alleged benefits for pupils. Such perspectives may be seen as evidence of the views of those involved with 14-19 PE tending, according to Elias (Landini, 2013), like all ideologies, to be a mix of fact and fiction, or what they wanted to believe was true irrespective of the evidence, and what they believed was actually true. Others, however (see, for example, Green, 2008), have suggested that: a) this has not been the real driver for 14-19 PE developments, and b) there is as yet little evidence that PE qualifications do, indeed, improve the chances of young people.

While the PE teachers tended, in the first instance at least, to justify developments in the 14-19 PE curriculum in terms of altruistic reasons, they almost inevitably went on to mention the benefits of such developments for their schools as well as themselves, as they were equally aware of the needs of their school, and the benefits afforded to themselves. Indeed, it is suggested that PE teachers have as much to gain as pupils through developments in 14-19 PE, if not more. Green (2008) suggested that the case used by PE teachers to justify developments in examinable PE can broadly be divided into two parts: (i) the surface-level or rhetorical justifications (as detailed above), and (ii) the deep-lying motivations or deeper-seated drivers for developments. In this regard, it was evident from the findings from this study that the deeper-lying motivations

of PE teachers centred around the chance for them to positively impact on school performance measures (i.e. league table positions) via improved assessment results, and the opportunity to raise the status (profile) of both PE and teachers of PE.

The real motivation? – planned (intended) outcomes for schools and PE departments

Green (2008: 92) articulated that with the publication of school performance tables based on public examination results, schools are seeking ways to maximize their chances of obtaining high levels of examination passes, with top grades. The findings from the present study suggest that the PE teachers were clearly aware of the part they can play in impacting on their school performance measures, and by extension, improving their schools' league table positions. This was to be achieved via two mechanisms: compulsory 14-19 PE qualifications for pupils in Key Stage Four and an increased use of vocational sport qualifications. In support of this finding, Stidder and Wallis (2003: 43) previously identified that: "examination courses in PE can make a significant contribution to a school's overall examination percentages, which, in a system that has come to rely heavily on league tables, could prove to be a highly commercial product".

The findings from the present study also highlighted that a key underlying motivation for the PE teachers offering opportunities in 14-19 PE to their pupils was a desire to improve the standing of themselves and their subject. Thus, in an attempt to address their lower status, their pragmatic response was to engage in providing PE-related accredited courses in their schools, in the hope that this may elevate the status and kudos of their subject (and by extension, themselves). In reflecting on this thinking on the part of PE teachers, it has previously been noted (Carroll, 1994b; Green, 2008; Macfadyen and Bailey, 2002; Stidder and Wallis, 2003b; Williams et al, 2010) that the growth of examinations in PE resulted from a configuration of circumstances, prominent among which is PE teachers' desire for increased professional status, and increased status for their subject. This was to be achieved by bolstering the academic respectability of the subject via their involvement in teaching examination PE in particular, which they believed to be a mechanism to "raise both their own status and that of their department and subject" (Green, 2003: 104).

Thus, the 14-19 PE curriculum may be seen to have emerged and developed in part due to the deep-seated and persistent concern among physical educationalists over their professional standing / status within education, and the potential for the academic version of the subject to bring improvement in this regard (Green, 2008; Williams et al, 2010). Indeed, Green (2003) suggested that the development of examinable PE revolved around "individual and collective concerns with what might be viewed as two sides of the same coin: professional status and public standing" (p104), meaning that educational

justifications for examinable PE were frequently bound up with more pragmatic justifications related to the standing of PE. Furthermore, he went on to argue that the views of PE teachers regarding examinable PE "reflected concerns with status, over and above the putative educational and personal benefits for pupils" (Green, 2003: 105). In reality, teachers were more concerned about outcomes for themselves and their subject, than with outcomes for their pupils. Indeed, the PE teachers in this study appeared especially concerned with their own status and power within their schools. Evidence that the PE teachers had their own interests at the forefront of their minds when developing 14-19 PE-related qualifications was the fact that a good number either replaced GCSE PE with BTEC Sport, and/or made the latter compulsory across a year group. This was done in an attempt to increase the numbers of pupils attaining Level 2 qualifications (the equivalent of GCSEs), which was consequently seen to improve their schools' league table scores, and by extension enhance the reputation (status) of PE teachers within their schools and beyond.

Green (2005) argued that developments in PE (including 14-19 PE) have occurred out of a sense of fear from PE teachers, who are concerned for both themselves and their subject. For example, the absence of PE within the 14-19 curriculum within the context of an increased prominence on propositional knowledge in educational settings may result in a threat to the standing and status of both the subject and PE teachers – a situation that PE teachers are keen to avoid. Thus, although developments in PE (including 14-19 PE) are often expressed in terms of the benefits for pupils (Carroll, 1998; Ofsted, 1999;

Stidder, 2001a), it is more appropriate to see such developments emerging as a response by PE teachers to perceived threats.

Such perspectives however, need to be understood within the historical context of the contested status of the subject of physical education, which has been well documented over time (Alfrey et al, 2012; Hoyle, 2001; Johns, 2005). In light of this, Green (2008) has pointed out that physical educationalists have argued, over time, that PE is not just a recreational activity that has very little educational value and that is about simply letting off steam, but instead it is academic. Hence, the PE profession (and especially PE teachers) have been seeking to change the marginal (low) status with which their subject has been held, and for many, it was believed that involvement in the provision of qualifications (especially academic qualifications) would provide the desired change in status (Green, 2001; Stidder and Wallis, 2003b).

Nonetheless, it was also evident from the findings from this study that an increased status or kudos for the subject of PE (and by extension PE teachers) was not a universally accepted view, as persistence in the historically low perceptions of the subject (and teachers of the subject) was still noted by many. Such a finding is supported by Green (2008) who found that examinable PE has by no means been an unmitigated success in terms of enhancing the status and credibility of PE and teachers of PE. This may be seen as evidence of what appears to be a tension, if not to say, contradiction, in PE teachers' perceptions as a whole, in that whilst some PE teachers still bemoan the low status that

their subject (and by extension themselves) is still perceived to have, conversely, others suggest that their subject is experiencing an increased status / profile due to 14-19 developments. Such conflicting and opposing perspectives may be seen to demonstrate the complex, dynamic and contested nature of developmental processes within networks of interdependency, and the power relations therein.

It was evident from the findings that the PE teachers were acutely aware of the potential impact that their engagement in the delivery of both academic and vocational qualifications could have on raising the status (profile) of both their subject, and themselves, in secondary schools and beyond (especially in light of the positive impact 14-19 PE was seen to be having on whole school results). So in effect, 14-19 PE had become a resource which enabled PE teachers to become more influential in their schools as the schools became more dependent upon them. Thus, power-ratios between PE teachers and both school management and other subject departments shifted towards the former. However, in this regard, it is noteworthy that while the use of the 14-19 PE curriculum as a power resource had improved the influence and standing of PE departments within schools, only qualifications such as GCSE and A-Level PE were seen to have any impact on their colleagues' perceptions of the status of PE as an academic subject. In this respect, the present study confirms the findings of previous research, in particular the work of Green (2001, 2003, 2008) by showing that only in conventional academic form (i.e. GCSE) can PE begin to alter perceptions of the educational merit of PE. Even then, where

GCSE PE flourishes, a common sense stereotypical view of PE, as just playing sport, still tends to persist.

The real motivation? – planned (intended) outcomes for PE teachers

It was observed from the findings from the present study that the PE teachers had in mind, planned (intended) outcomes for themselves, through the development of the 14-19 PE curriculum in their schools. What was evident in regard to these planned outcomes was that this process had led to a change in the 'working climate' for PE teachers in secondary schools. Indeed, the PE teachers expressed a number of what they perceived to be positive outcomes of 14-19 PE developments, for themselves. For example, there were improvements in their levels of employability, in that, with more pupils taking 14-19 PE qualifications (both academic and vocational) more teachers were needed to deliver PE-related qualifications. Such findings are supported by Green (2003) who has previously suggested that it is far more likely that from the perspective of the PE teacher, the focus of concern about the implications of the dominance of an academic ideology in PE is for the lived reality of their job security.

It was also evident that there were increased levels of job satisfaction for the PE teachers due to increased opportunities being opened up to them, such as the opportunity to develop their ability to teach theory-based content in classrooms,

and linked to this, their ability to deliver (and assess) a wide variety of both academic and vocational PE-related qualifications. Similarly, Green (2008) has noted that engaging with examinable PE gives PE teachers, on a day-to-day basis, “a chance to teach something more intellectually demanding and interesting” (p90), which can lead to “role satisfaction” (Carroll, 1998: 349). Very many PE teachers in the present study (but by no means all) told how teaching 14-19 PE was an enjoyable experience for them. Moreover, it has been noted that over many years involvement in examination PE has been seen to be a mechanism for the continual professional development of PE teachers, for example, through attending training courses and involvement in examination moderation events, which consequently may be seen to develop their range of teaching abilities and subject knowledge (Macfadyen and Bailey, 2002). It was also evident from this study that due to the advent of 14-19 PE, PE teachers had experienced changes in their day-to-day duties, in that they had a full teaching timetable focused solely on their subject (PE). Consequently, they did not need to teach a second curriculum subject, as was historically the case. Further, it was identified that as a result they can now remain as a PE teacher for longer, because rather than moving away from the subject, especially in middle-age, they can spend more time teaching theory-based PE indoors (for example, in classrooms) rather than in more physically-demanding environments (e.g. a cold, wet sports field). This was somewhat appealing, especially to some of the older teachers interviewed.

Continuing on, the PE teachers had been seen to be beneficiaries of the development of 14-19 PE, in that, they had been offered opportunities not

frequently previously available to them. For example, engagement with 14-19 PE (and examination PE in particular) had meant promotional opportunities and career enhancement for some of the PE teachers, enabling movement into positions of responsibility within the senior management structures in secondary schools such as Assistant Headteacher and Headteacher positions. In support of this finding, it has been previously noted that such opportunities for promotion are more accessible for PE teachers now, specifically due to their attainment of 14-19 curriculum-related experiences (Capel, 2002; Green, 2008). However, what was also evident within the present study was the precarious nature of this new 'working climate' for PE teachers. It was suggested for example, that if the provision of PE-related qualifications ceased to be a feature of the 14-19 curriculum, then this could have unwanted (but not unforeseeable) implications, such as teachers: having to teach a second subject in order to fill their teaching timetables; losing status and respect in their schools (and maybe even beyond their schools); and as a consequence of reduced funding for their departments, teachers could even lose jobs (Capel, 2002; Macfadyen and Bailey, 2002; Stidder and Wallis, 2013).

Unplanned (and unintended) outcomes for PE teachers: transforming the role of secondary school PE teachers

It has been recognised that long-term processes of development (such as the development of the 14-19 PE curriculum in secondary schools) taking place in human figurations (such as the 14-19 PE figuration) have been, and continue to

be, largely unplanned and unforeseen (Dunning and Hughes, 2013; Landini, 2013; Murphy, 2008). This means that developmental processes invariably lead to unintended (and often unwanted) outcomes. As an example, Green (2008) points out that the implementation of educational policy is never straight-forward, meaning that unplanned outcomes are an inevitable feature of the policy process.

A decade ago, Stidder and Wallis (2003b) noted that as a result of developments in accreditation PE in secondary schools over time, a specific (and significant) consequence may be a change in the role of PE teachers, or in other words, their day-to-day duties and responsibilities in secondary schools. However, what was evident from the findings in the present study was that, over a decade later, alongside developments in 14-19 PE, there had been a 'transformation' (Roberts, 2012), which had markedly changed the role of PE teachers and what it now means to be a secondary school PE teacher. Specifically, it was evident that the transformation in the role had (over the last decade) even more so moved them from the playing fields and gym into the classroom (Green, 2008), than had been previously witnessed. This is supported by Stidder (2015) who suggests that teaching 14-19 PE has become standard practice with respect to their professional role and responsibility, meaning that it is perfectly feasible that a PE teacher could potentially teach their specialist subject without ever setting foot inside a gymnasium: "it could be that they just specialise in the teaching of theoretical physical education" (p161).

Such an impact for PE teachers may be seen to occur as the very complexity and dynamic character of the interweaving of the actions of large numbers of people (i.e. the 14-19 PE figuration) continuously give rise to outcomes that no one has chosen and no one has designed (Dunne, 2009; Murphy et al, 2004). Significantly in this regard, it was evident from the PE teachers in the study that this transformation of their role was perceived to have been unplanned, unforeseen, unintended, and often unwanted, in the most part, by themselves. Accordingly, Green (2006) observed that “whether they realize it or not, whether they like it or not, physical education teachers are caught up in broader unplanned social processes…over which they have little control but which may constrain their work in important ways” (p657), meaning that, as Stidder (2015: 161) puts it: “there is almost no escaping the fact…that the teaching of accredited awards in physical education is an integral part of being a physical education teacher”. This demonstrates an important sociological concept, in that whilst social processes such as the development of 14-19 PE can have intended outcomes for some (e.g. Headteachers wanting more pupils to gain qualifications as part of the drive in schools to increase pupil attainment, and by extension, increase school league table positions). At the same time these process can also have unintended, but not entirely unforeseeable outcomes for others, such as PE teachers. Focusing on results and school league tables first and foremost, leads to a situation whereby PE staff are experiencing what they perceive to be added pressures. However, this is a situation which, although impacting on the PE teachers in the form of added pressures (i.e. unintended outcomes), may be an acceptable outcome, especially in the view of senior managers and pupils (at a local level), and politicians and policy-makers (at a

national level), all of whom in one way or another will be beneficiaries of more pupils participating in more 14-19 PE.

It was evident from the findings from the study that the PE teachers experienced these added pressures and perceived them to centre around changes to their 'working demands'. Explicitly, it was evident that they were experiencing substantially increased workloads due to greater demands being placed on them by 14-19 PE-related qualifications, in planning theory lessons and marking pupils' work. Previously it has been advanced in support of this finding, that the considerable time and effort required to plan, deliver and assess examination PE classes, in addition to the other demands placed on PE staff (such as commitment to extra-curricular activities and school sport) may be seen to significantly increase PE teacher workloads and place strains on all aspects of their time management (Capel, 2002; Green, 2008; Williams et al, 2010).

In his work exploring the philosophies of PE teachers, Green (2001) found that, in their local context, PE teachers were being required by senior managers to carry on with their normal duties, including core curriculum PE lessons and extra-curricular PE commitments, whilst also meeting the demands of teaching an academic subject. This may be seen as an attempt (by senior school managers) to generate the 'best of both worlds', in that PE teachers are teaching theory-based PE lessons, at the same time as teaching practical-based PE lessons. Within this context, it was evident from the responses of the

PE teachers in the study that they were experiencing effectively a ‘double-shift’, in that they were attempting to conduct their traditional duties, whilst simultaneously conducting new duties. This may be seen to be evidence of a process of *change alongside continuity* (Green, 2008), as PE teachers are still, in many instances, required to provide a traditional version of the subject (which includes the delivery of core national curriculum PE, extra-curricular activities and school sports teams), whilst at the same time offering opportunities to pupils within the 14-19 curriculum (which includes the delivery of academic and/or vocational PE-related qualifications). This juxtaposition of the so-called traditional PE alongside examinable PE reflects what amounts to a ‘new lived reality’ for PE teachers, wherein academic and practical PE are viewed as two sides of the same coin.

Such developments have led to what may be seen as somewhat of a conflict and tension within and between the philosophies of PE teachers in regards to what they think their subject ought to be about, and their role within it. Indeed, PE teachers appear to be unsure of what their role in secondary schools now constitutes. For instance, whilst on the one hand PE teachers feel the need to fulfil traditional responsibilities, at the same time and alongside these, they also feel the pressure of trying to complete new duties in the provision of PE-related qualifications. Subsequently, it was observed that rather than choosing between these two roles, PE teachers are trying to do both, which has thus substantially increased their workloads. However, it was evident that the PE teachers in this study were finding it increasingly difficult to sustain such work demands. Stidder and Wallis (2003b: 42), over a decade ago, suggested that there was a real

danger that through teaching accreditation PE, PE teachers would have “too much responsibility”, whilst Beard (2002: 39) noted that they often took on accreditation PE “on top of already demanding and hectic work schedules”.

Within the present study, by finding themselves within a ‘double shift’ in regard to their work demands, the PE teachers were involved in a search for a more realistic work/life balance, as demands had reached a point of being unsustainable. In such circumstances, it has been found that teachers are vulnerable to experiencing undue pressure, which can lead to increased stress levels, burn out and low job satisfaction, pushing some teachers to ultimately leave the profession (BBC, 2014; Bowers, 2004; Brudnik, 2009; Coughlan, 2014; Edwards, et al, 2007; Pishghadam, et al, 2014; Timperley & Robinson 2000). Indeed, Stidder (2015) wonders whether it is too much to expect one single PE teacher to teach academic PE, sport, health, swimming, dance and outdoor education. In light of this, it was generally accepted amongst the teachers in the present study that something had to give, if they were not to be ‘driven into the ground’ by their unmanageable and unsustainable workloads.

What was evident was that this invariably meant for most of the PE teachers, that they were increasingly less involved in providing extra-curricular PE activities in their schools. Such findings correspond with previous research that predicted that the pressure of teaching examination PE (which would take up a good deal of a PE teacher’s time) may necessitate PE departments to relegate other traditionally important aspects of their work, such as sport for all and

extra-curricular clubs, as there would be less time available for such activities, meaning that extra-curricular sports programmes may suffer (Green, 2001; 2008; Macfadyen and Bailey, 2002; Williams et al, 2010). The apparent impact of 14-19 PE on extra-curricular PE appears to be a good example of a development which was not planned, and is something that neither PE teachers nor their schools anticipated, foresaw or desired!

Extra-curricular PE has a long tradition in English secondary schools and is deeply embedded in the custom and practices of PE teachers. By contrast, examinable PE is a relative newcomer. According to Green (2001) while extra-curricular PE might be seen as an established orthodoxy, examinable PE represents something of a new orthodoxy. While the two might be seen as relatively independent, equally valued dimensions of PE provision, they appear to have become increasingly interdependent. Accordingly, the PE teachers' strong ideological and practical commitments to extra-curricular PE and school sport notwithstanding, it was apparent that under what they viewed as considerable and, at times, intolerable workload pressures something had to give. The significance of examinable PE for the schools and, therefore, the status and influence of the PE departments meant that the only area in which the PE teachers could reduce their workloads to more manageable proportions and thereby make space for examinable PE, was via extra-curricular PE. Hence the widespread reductions in extra-curricular PE alluded to in this study, as a result of PE teachers now, increasingly being less involved in the teaching of practical physical activity (both within PE and also extra-curricular activities),

and more involved in the delivery of the theoretical elements of examination PE delivered in a classroom (Green, 2008).

Indeed, in the eyes of the PE teachers in this study, the consequences of the central role that 14-19 PE had come to have on their lives and their departments were most profound in relation to extra-curricular PE. Because of the greater demands on teachers' time, this appeared to be hitting extra-curricular provision harder. Thus, it is difficult to deny that PE teachers have engaged themselves in something of a 'Faustian pact', in order to involve themselves in examinable PE (Green, 2001), with all the benefits that are believed to accrue at the expense of practically-focused PE. PE teachers have found themselves enmeshed in processes and networks within which they feel increasingly compromised with regards to what many see as the soul of the subject: extra-curricular PE. Interestingly, at no point, when talking of the effects of examinable PE did any of the teachers in the study make a connection between the situation they found themselves in and their own complicity. For example, none of the teachers considered how their widespread support for examinable PE (in order to raise their own and their subject's status, among other things) had set in motion a chain of events, the unintended consequences of which was the damage being done to extra-curricular PE.

So the findings reflect the findings of previous research in that it was evident that the issue of decreasing extra-curricular PE activities was being addressed in schools via the use of ASLs, specifically sports coaches, to cover the extra-

curricular activities that PE teachers do not have the time to provide (Green, 2001; 2008). Green (2003) found that many PE teachers “appeared ready to accept the increasing involvement of outside coaches not least for a variety of practical reasons” (p131). Further, Stidder (2015: 171) suggests that “the use of sports coaches and other external specialists that is being witnessed in schools may be a blessing in disguise for overstretched and overworked physical education teachers”. However, the seeming preparedness of the teachers to accept the use of sports coaches, hints at the possibility that they are preparing the ground for extra-curricular PE, in the guise of school sport, to be driven towards the margins of their subject and along the lines of either the American model of after-school, inter-school sporting competition, or the European model of club-based sports participation. Moreover, many of the teachers in this study foresaw the portents of a gradual revolution ending with, as Green (2008) put it, teachers in the classroom, sports coaches and development officers on the field and in the sports hall and fitness instructors in the gym. In this regard, it has been previously suggested (Green, 2008) that the increased involvement of ASLs in curricular and extra-curricular PE activities may actually threaten the status of PE and the autonomy of PE teachers, in that, this might lead to the recruitment of coaches *per se* rather than qualified teachers (similar to the situation that currently exists in many private schools in the UK), as the sole or main deliverers of school sport, resulting in the potential marginalization of PE teachers.

Interestingly, in this regard, although PE teachers in the study did indicate that they were moving away from some of the practical-based elements of their role

(e.g. extra-curricular PE) and being replaced by sports coaches, such a process was not evident in relation to the theory-based elements of their role. PE teachers still solely had responsibility for the delivery of the theoretical, often classroom-based components of 14-19 PE qualifications. Indeed, no participants in the study reported that they had been replaced in theory lessons by either sports coaches, or teachers from other subject areas (or anyone else for that matter), within their school.

From a figurational perspective, networks of interdependence, such as PE teachers and sports coaches (the 14-19 PE figuration), are continually in flux undergoing changes that are largely unplanned and unforeseen (Landini, 2013). Although PE teachers were aware of the potential benefits of using sports coaches, both for their pupils and themselves, at the same time they were concerned about the unforeseen (unintended) outcomes of this for their pupils, and also for themselves. As Green (2008) put it, such a development could create further issues for PE and PE teachers.

Although it was evident that increasingly sports coaches were being used to fill in the gap and deliver extra-curricular PE activities in secondary schools, in place of PE teachers, this was generally (although not in all cases) not seen as a popular development amongst the PE teachers, as things had not turned out as they would have hoped. Rather, the teachers expressed frustration at such developments, partly as they were not involved in extra-curricular PE activities as much as they would like (as they were spending more of their time on 14-19

PE related activities), and also partly in regard to the perceived (reduced) quality of some of the provision offered by sports coaches, which was seen to be negatively impacting on their pupils' experiences in extra-curricular PE activities. For example, the focus of some of the delivery by sports coaches in schools can differ greatly from the approaches preferred by PE teachers. Whereas PE teachers focus on inclusion and participation by all in extra-curricular sport, sports coaches tend to focus on competition for the elite few (Green, 2008).

Unplanned outcomes for PE teachers: transforming the habitus of secondary school PE teachers

In the same manner in which the process of the development of 14-19 PE had been seen to have transformed PE teachers' perceptions of the nature and purposes of PE, and their role, the process was also seen to have transformed the beliefs and values of secondary PE teachers towards their subject (sociologically speaking, transforming their habitus). Correspondingly, findings from the present study suggest that the PE teachers' habituses *had* and *were* changing as a direct result of the *context* in which successive cohorts of PE teachers have been working since the early 1990s. Although the *practice* of sport remains at the heart of PE teachers' values and practices, the *study* of sport appears to have become established in their 'philosophies' of PE.

Habitus refers to the various values, associated predispositions, habits and patterns of behaviour created through social interactions, which are acquired over time, and turned into one's second nature (Chandler, 2013; Laberge, 2010), or as Green (2006) puts it, ones' 'lived reality'. Whilst habitus is substantially formed during early life it remains open to development, as the organisation of one's psychological make-up into a habitus is a continuous process which continues throughout the life course, due to the complex, and changing, social relations one encounters throughout life (Landini, 2013).

Thus, while habitus is formed in early life, it remains susceptible to development as networks of relationships become ever more complex and compelling; especially in and around the world of work. Accordingly, PE teachers' predispositions are inevitably shaped 'on the job' to some extent. Teachers do what they need to do to survive and their beliefs and values and the attendant predispositions (what Bourdieu and Elias would call their habituses) are adapted accordingly. In other words, they rationalize developments that have been forced upon them. The ways in which the formation of habitus change over time can only be properly understood in connection with changes in the surrounding social relations, changes within figurations (Green, 2003). In this respect, PE teachers are increasingly related to a large number, and wide range, of other people at one and the same time. Thus, making sense of PE teachers' perspectives (their habitus) regarding 14-19 PE requires appreciation of the ways in which their beliefs and practices are influenced by occupational and socio-political contexts, prominent amongst which is occupational socialization (Curtner-Smith, 1999; Lawson, 1986; 1988). Occupational

socialization refers to three stages of socialization – namely: acculturation, professional socialization and organisational socialization (Curtner-Smith, 1999; Lawson, 1983).

These three stages are likely to shape PE teachers' perceptions and actions, in particular what they think, and what they do, in the name of PE. Acculturation is an on-going process which begins at birth and continues through childhood, which is likely to lead to different perceptions of physical education, based upon one's PE experiences in school settings. Professional socialization refers to the influence of initial teacher education on the values, sensitivities, skills and knowledge that are deemed desirable for teaching PE, although it has been argued that professional socialisation has a negligible impact on the ideologies of prospective PE teachers (Green, 2003). Organisational socialization refers to the influence of entry into the workforce, and the process by which new PE teachers are taught and learn the ropes on the job (Curtner-Smith, 1999; Lawson, 1983).

What was evident from the findings from the present study was that, over time, the occupational socialisation of the PE teachers had changed, quite markedly, and subsequently appeared to be changing the PE teachers philosophies and practices (Green, 2003), and as a consequence their beliefs, to the extent that due to the development of the 14-19 PE curriculum, the PE teachers were experiencing a 'new lived reality'. In other words, they appeared to accept (at a practical as well as a conceptual level) both the transformation of the nature and

purposes of their subject, and the transformation of their role and duties as part of their day-to-day lived experience as PE teachers. This had resulted in a theoretical or intellectual core at the heart of PE, which had led to a situation whereby for some of the PE teachers, rather than seeing their subject being about a “practical” focus, they had, over time, been seen to have argued for, and accepted, PE as an academic subject (Green, 2000; 2001; 2002; 2008).

Such outcomes may be seen to be the result of a process of normalization for the PE teachers. Through their 14-19 PE experiences as teachers in secondary schools (and all that it involves), they had reached a point whereby they believed that 14-19 PE was here to stay, that it was important and that it was now a recognised, established (in fact deeply rooted) and accepted part of a secondary PE teacher’s repertoire (Stidder and Hayes, 2002).

Hence, it may be seen that internal pressures (e.g. pressure from senior management) and external pressures (such as the marketization of education) have changed the context in secondary schools, but also impacted on, indeed transformed, PE teachers’ beliefs and practices (their habitus). Thus, the impact and influence of the 14-19 PE figuration has brought about a *sea change*, or in other words, a profound and deep-seated effect on what PE teachers do, and think, in the name of PE. This means that, in particular, they now focus (to a large extent) on engagement with the 14-19 PE curriculum within their day-to-day duties, as opposed to focusing on a PE-as-sport ideology.

Changing the habitus of secondary school PE teachers: a 'generational shift'

Unsurprisingly, having become attuned to the appeal of 14-19 PE to pupils (and as a result, to Headteachers), PE teachers have themselves, over time, also become more sympathetic to the lure of PE qualifications (Green, 2001). However, it was evident from the findings in the present study that such sympathy was by no means universal. The transformation of the subject (due to developments within the 14-19 curriculum) had led to concerns (and in some cases, feelings of discontent) from some of the PE teachers, as a focus on examinations and qualifications in PE had changed the subject which did not now necessarily reflect previously preferred conceptions of PE in secondary schools (Green, 2008).

Green (2006) has previously noted that varying attitudes from PE teachers towards these developments are still evident, and range from a complete opposition (alongside a desire to retain traditional versions of PE), to acceptance, "albeit alongside a good measure of continuity" (p652) by offering both classroom theory-based and practically-based activities to pupils. Interestingly, such conflicting perceptions regarding 14-19 PE on the part of PE teachers are not new. Hitherto, it has been noted that not everyone in the PE profession has welcomed moves towards examinations, in fact, for some PE

teachers, examinable PE was undesirable (Green, 2001; Williams et al, 2010). However, what was evident in the present study was that such divided opinions, between rejection and acceptance, were significantly influenced by the age of the PE teachers concerned. Whilst the more experienced PE teachers tended to reject developments in 14-19 PE in favour of a more practical orientation to PE, the less experienced and younger PE teachers, new to the profession, were much more accepting. Such conflicting and opposing perspectives may be seen as an illustration of the complex, dynamic and contested nature of developmental processes, and the power relations therein, which has led to what may be termed a 'generational shift' in ideologies and practices. Hence, differences in attitude were apparent in this study between early career PE teachers and more established PE teachers, or between *younger* and *older* PE teachers.

When transformation, in terms of *what* is delivered and *who* does the delivery, becomes embodied in the beliefs and practices of the newer groups of teachers we can begin to talk of a *generational* shift among PE teachers. The teachers in this study themselves evidenced this, highlighting a generational shift in PE teachers' perceptions of the role of examinable PE within PE as a whole and, for that matter, the role of examinable PE in the professional portfolio of newly-qualified PE teachers.

Lawson (1998) wondered whether the sporting biographies (that is, seeing PE as being about playing sport) of PE teachers were instrumental in affecting the

orientations and actions of practising PE teachers. In this regard, what was evident in the present study was that sporting biographies impacted on the more experienced and older PE teachers to a far greater extent than on the less experienced, younger PE teachers. In explaining this outcome, Green (2003: 134), highlighted that “the way teachers thought about PE had been shaped by their deep-seated predispositions (or habitus)”. What was evident in the present study was that the deep-seated predispositions of the younger PE teachers differed from those of the older PE teachers, as for them, PE was one word, representing both practical PE and academic PE. Green (2003: 118) observed that “the biographies of prospective (younger) PE teachers, and particularly their own childhood experiences of sport and school PE, have an on-going influence on their values, thoughts and practices”. Indeed, Curtner-Smith (1999: 78) highlighted that “an understanding of what it means to be a physical education teacher is developed through interactions with significant people and childhood experiences”.

What was particularly evident for the younger PE teachers in the present study was that they had experienced 14-19 PE qualifications during their school lives (and not only enjoyed these experiences, but were also successful), and consequently, they had developed a positive inclination towards 14-19 PE. This is because, as Green (2003: 118) suggested: “what people value tends to be shaped by what they have experiences of as well as competence in”. Thus, it may be seen that what PE teachers experience in their own schooling, will impact on their teaching careers. In this regard, Green (2008) noted that younger and newly qualified PE teachers were especially predisposed towards

an academic variant of PE, having themselves undertaken some form of PE-related qualification whilst at school, and having studied PE or sports science (or its equivalent) at university (Green, 2008). Interestingly, this was an opportunity that was not afforded to many of the older PE teachers in the study, as these qualifications were either not available, or did not exist when they were pupils, a contextual factor which may go some way in explaining their perceptions towards 14-19 PE. Hence, somewhat of a resistance from PE traditionalists has been witnessed over time towards 14-19 PE, as they do not believe that formal assessments in the shape of qualifications, and all the changes that these bring (e.g. classroom-based teaching and examinations in PE), are what the subject ought to be about (Casey and O'Donovan, 2013; Green, 2008).

Green (2003) found that many trainee teachers wanted to become PE teachers because they "wanted to coach school sports teams" (p120). Although this was found in the present study to still be part of the young PE teachers' motivations for joining the PE profession, it was also evident that equally important to these early career teachers was the opportunity to deliver 14-19 PE qualifications to their own pupils. What was evident was that for those younger PE teachers who had studied 14-19 PE qualifications whilst at school, this had motivated them to want to teach them, and consequently provide their own pupils in the future with the same positive 14-19 PE experiences that they had encountered and enjoyed. Indeed, a clearly stated aim for all of the younger PE teachers in the study was that their pupils should be given the opportunity to enjoy and succeed in 14-19 PE, just as they had been able to. Thus, it seems that younger PE

teachers are now passing on their positive attitudes towards 14-19 PE both to their pupils and also to new colleagues entering the PE profession, meaning that ideologies are being inherited from previous generations and then modified and passed on to future generations, from one generation of PE teachers to the next (Dunne, 2009; Dunning and Hughes, 2013; Green, 2003; Landini, 2013; Murphy et al, 2004).

Lawson (1988) identified that the commitment of PE teachers to curriculum change can be traced back to each teacher's occupational socialization. In this respect, it is suggested that the positive attitude of younger PE teachers towards 14-19 PE may be seen as evidence of a process of socialization for the younger generation of PE teachers, in that "their PE experiences [both during their own schooling and their teacher training experiences] act in effect, to socialize them into particular views regarding the nature and purposes of the subject" (Green, 2003: 119), resulting in a normalization of 14-19 PE for them. In other words, younger PE teachers are being socialized into believing that PE is about qualifications, a viewpoint that they appear to believe, and then they implement them without question when they commence their teaching careers in secondary schools. Conversely, older PE teachers have experienced both a different version of PE during their own schooling and their initial teacher training which advocated PE as physical activity and sport, and this ideology was still very prevalent from many of the more experienced and older PE teachers in this study.

All-in-all, it was apparent that their ostensible support for the expansion of vocational qualifications notwithstanding, many of the teachers in this study had not shaken free from their status anxieties regarding the supposedly educational merit of PE. Many (in particular the older PE teachers) remained very aware of the perceived status of PE in their schools and were concerned to avoid anything that might in any way diminish the standing of their subject and, for that matter, themselves in the status hierarchy of subjects in their schools. This helps explain the scepticism expressed by some of the older teachers towards the changes in PE as a result of 14-19 PE developments.

In addition, the pressure from senior management towards examinable PE had, for many, and the older PE teachers in particular, involved them in a 'Faustian pact', wherein they felt compelled to sell the soul of their subject and move more towards 14-19 PE, in return for timetable security and the promise of a better future. It is suggested that such an approach may be seen as evidence of the ostensibly reluctant acceptance by older PE teachers of pragmatism over principle. In other words, although they may not believe that PE is about taking qualifications and sitting examinations as this is "somewhat at odds with their overall views on what PE should be about" (Green, 2003: 105), based on the pressure exerted within their network of interdependency (i.e. the 14-19 PE figuration), they went along with (often against their better judgement) developments in the 14-19 PE curriculum (Green, 2003).

Interestingly, although the age of a PE teacher was still found in the present study to be a determining factor in their perspectives towards developments in 14-19 PE (dictating either the embracing or rejecting of change), the gender of a PE teacher was not found to be an influential factor, due to the commonalities found within the responses of both the male and female participants. This finding may be seen to demonstrate somewhat of a departure from previous research which has suggested that, “in the past, development [in 14-19 PE] has been hampered by division within the department, between male and female colleagues” (Carroll, 2002: 91).

CHAPTER 7 - CONCLUSION

This concluding chapter consists of: an overview of the original contribution to knowledge that that thesis provides; an insight into recommendations regarding policy and practice; exploration of the limitations of the study; and finally, suggestions for future research directions following the present study.

Original contribution to knowledge

This study focused upon the beliefs and practices, or philosophies (Green, 2000; 2002) of PE teachers that is what they think and what they do in practice. Specifically, this study sought to explore, in detail, the philosophies of PE teachers towards the development and impact of the 14-19 PE curriculum within English secondary schools, and as a consequence make sense of the evident transformation in 14-19 PE by exploring PE teachers' perceptions of the process. In so doing, the present study has added to the body of knowledge, building upon the work of Green and others (see Chapter Two), by firstly raising awareness of the processes influencing the development of the 14-19 PE

curriculum, and secondly, by exploring the impact of these developments, especially over the last decade on the subject of PE, pupils and PE teachers.

Based on the findings from this study, questions have been raised that challenge conventional perspectives of both the nature and purposes of the subject of PE, and the role of PE teachers in secondary schools. In this respect, this study has shed light on the ways in which 14-19 PE is not just markedly changing, but transforming, both PE within secondary education (i.e. increasingly away from a practical focus, to a more theoretical focus), and what it now means to be a secondary school PE teacher, particularly in regard to their day-to-day duties. PE has further transformed to a point whereby it has impacted on the teachers' habitus (i.e. what they think PE *ought to be about*), although this was not universal as a generational shift was evident.

Green (2008) put forward that the growth of examinations in PE *may* actually shape the direction in which the subject generally develops (both in the present and future), a situation which could potentially not only change perceptions regarding the nature and purpose of the subject in secondary schools, but could also change the nature and purpose of the subject in practical terms (such as what is delivered on a day-to-day basis by PE departments). In his book entitled *Physical Education Futures*, Kirk (2011a) pointed to what he viewed as three future alternatives for PE: status quo (more of the same), radical reform, or extinction. In this regard, the findings from the present study confirmed the ways

in which 14-19 PE has developed[10], and that its growing significance for secondary schools *has* actually shaped both PE and PE teachers to a point of radical reform, or transformation. Indeed, the establishment of 14-19 PE has led to what sociologists would call a 'new orthodoxy', which is illustrative of a *transformation* of PE, wherein the often unanticipated and unforeseen developments brought about by the significance of 14-19 PE are changing the subject (and PE teachers) fundamentally. However, it should be noted that this transformation is not yet so extensive that it constitutes a revolution in PE; whereby changes are so sweeping that the subject is unrecognizable.

Much of the previous literature that explored 14-19 PE, in detail, tends to either focus on a content analysis of documentation, such as course specifications and government policy documents (e.g. Carroll, 1990b; 1998; 2002), or has collected empirical evidence with young people in further and higher education (e.g. Stidder and Wallis, 2003; 2006), or it simply provides a commentary (e.g. Capel, 2002; Macfadyen and Bailey, 2002). Only the work of Green (2000; 2001; 2002; 2005a) includes the completion of an empirical study with secondary school PE teachers exploring what amounted to 14-19 PE, as part of a much wider study. Therefore, this study filled the gap in the research by exploring, in detail, the perspectives of secondary school PE teachers, the deliverers of 14-19 PE, examining their perspectives regarding how and when the 14-19 PE curriculum had developed, and exploring the impact that this had, particularly for the subject of PE as a whole, for themselves and for their pupils.

[10] It was evident from the findings in the study that 14-19 PE has continued to expand over the last decade, with an explosion of vocational qualifications such as BTEC Sport being particularly evident.

Over the last five decades there has been a body of research (if only in limited terms compared to research outputs relating to other PE-related themes) which has specifically explored PE within the 14-19 curriculum in some detail (e.g. Carroll, 1982; 1986; 1990; 1998; Green, 2001; 2005; 2008; Stidder, 2000; 2001; Stidder and Wallis, 2003; 2005; 2006; 2013).

However, it is suggested that this research has now become somewhat dated, being undertaken in the main part 10-20 years ago. Hence, this study provides an updated version of events concerning the development and impact of the 14-19 PE curriculum in English secondary schools, specifically from the perspective of those involved (i.e. PE teachers). This is particularly pertinent in that, in light of the findings from the present study (which identified that increasingly over the last five years, more PE-related qualifications were becoming available) a lot has changed in the 14-19 PE curriculum in recent years, and more importantly since the research of Green and others. Thus, the present study has brought the body of research examining the 14-19 PE curriculum up-to-date, especially in the context of changes witnessed by PE departments (and the PE teachers therein), over the last 5-10 years.

The purpose of the study was to make sense of the PE teachers' beliefs and practices towards 14-19 PE, by developing a sociological understanding of how and when 14-19 PE had developed and what impacts these developments had

had. In this regard, this study explored PE teachers' perspectives from a sociological (specifically figurational) perspective, which demonstrated that 14-19 PE may be seen to have developed in English secondary schools due to multiple, dynamic, complex, changing developmental processes, such as the marketization of education generally, and with specific relevance to 14-19 PE, the academicization of PE. Moreover, these processes were seen to develop through networks of interdependency (or what was termed the 14-19 PE figuration), within local contexts involving individuals and groups in schools, characterised by dynamic power balances / ratios. For example, between senior school management and PE teachers; between PE teachers and sports coaches; and between PE teachers and their pupils. Also, the 14-19 PE figuration was seen to extend beyond schools, into national contexts, involving in particular central government (and their policy-making decisions impacting on the 14-19 curriculum in general, and on 14-19 PE in particular).

The interactions within these networks were seen to lead to a process of the transformation of the nature and purposes of PE, and the role of PE teachers, what it now means to be a secondary school PE teacher, and subsequently to the habitus of PE teachers (what they think PE is about), although this was by no means universal. This process of 'transformation' led to outcomes both intended (such as schools being able to improve their exam results in a results-driven competitive environment, and promotion opportunities for PE teachers), but also unintended (perhaps for some, but not for all), such as the marginalisation of PE teachers particularly in regard to extra-curricular PE

activities, an unsustainable work/life balance for PE teachers, and adverse pressure on pupils to succeed, to name but a few.

Recommendations for policy and practice

Green (2008) has noted that policy-makers[11] create policies (including educational policies) with the best of intentions in mind, in order to improve the life of their citizens. This means that policy-makers may be seen to be mindful of the planned (or intended) outcomes of their actions. However, Green goes on to argue that policy-makers may be seen to be asociological in their thinking. In other words, when devising policy, policy-makers tend to focus upon the intended outcomes of their policy decisions, but often do not pay enough attention to the unintended outcomes that could emerge from their decisions. Hence, when policy-makers introduce policies, these can "result in outcomes which were not anticipated" (Green, 2005: 25). Accordingly, it has been pointed out that:

> "Governments will anticipate immediate outcomes of their policies, but can only guess what future outcomes may be. Therefore, when governments implement educational policy, networks of interdependent groups (such as schools, employers, universities, the media and parents) will always

[11] In educational contexts, policy-makers are normally politicians working with, or within, the Department for Education.

> have “one eye on the unintended consequences flowing from government initiated change”.
>
> (CRSS, 1996b: 5).

This means policy-makers are unaware of the blind, complex, developmental processes involved in policy creation and implementation, and that they are unaware (or ignore) that through social processes (e.g. educational policies), there will also be unintended / unplanned / (and often) unwanted outcomes, which can have counter-productive or negative social impacts (Green, 2008). Thus, it is suggested that policy-makers need to be more sociological in their thinking, and aware of both the intended and unintended outcomes of their policies (Green, 2008). With reference to the present study, in regards to the development of the 14-19 curriculum in general, and 14-19 PE in particular, consideration should be given, at both the national level (i.e. government policy-makers) and local level (e.g. policy implementers, such as senior school managers), to both the intended and unintended outcomes of these developments for those in the 14-19 PE figuration.

In particular, this concerns consideration of the impact of such developments on the subject of PE, and by extension, PE teachers, now and in the future. In this regard, Stidder and Wallis (2003b: 41) proposed that offering qualifications in PE provides “a potential blueprint for future developments and innovation in PE at Key Stage Four”, or put another, that this is the future for Key Stage Four PE.

However, due to the implementation of this ‘blueprint’ (as was evident in the findings from the present study), some of the teachers, particularly the more experienced older ones, predicted a bleak future for PE (and PE teachers), as they were concerned about the long term direction of their subject which they saw as increasingly moving towards a theoretical version of the subject, consequently transforming the nature and purposes of PE by spending more time in classrooms and less time in practical settings, including extra-curricular PE activities.

Such developments highlight a longstanding issue associated with the relationship between examinable PE and curriculum or core PE, specifically in Key Stage Four (14-16), in that, with a focus upon the attainment of PE-related qualifications, then the focus of PE lessons can be taken away from pupils participating in physical activity, resulting in core PE being pushed to the margins (Green, 2008). What was evident within the present study was that PE teachers are involved in what might be termed a ‘double-shift’, endeavouring to sustain a commitment to traditional PE including core PE lessons (within which pupils are physically active) and extra-curricular PE activities (their old role), alongside the delivery of academic and/or vocational PE-related qualifications, and all that this entails (their new role). However, the findings confirmed that PE teachers felt that they had reached a point where this was unsustainable, as they were increasingly finding it difficult to complete both their old role and new role, meaning that something had to give, as they could not do both.

Subsequently, the outcome for PE teachers is that they are increasingly being asked to choose between offering physical activity and sport opportunities to their pupils (through core PE and extra-curricular PE activities), or offering qualifications. This is the dilemma facing PE teachers today, created by the development of the 14-19 PE curriculum, and the contradictory demands being placed on them in secondary schools, leading to confusion and frustration. This seems especially evident in the conflicting targets / measures used to make judgements about schools and the PE teachers therein. For instance, internal and external pressures mean that whilst PE teachers are often judged by the level of young people's physical activity (or lack thereof), at the same time they are being asked to contribute to their schools' performance measures (i.e. league table scores) by helping more pupils to attain good grades in nationally recognised qualifications. However, the findings from the present study confirm that participation in 14-19 PE has reduced the levels of physical activity in PE lessons as invariably this means spending more time on theory in a classroom in preparation for examinations.

As another example, it is evident that mixed messages often emanate from central government who want to see levels of pupil academic attainment increasing (as measured by the number of good GCSEs pupils complete), but at the same time, they want to see an increasing focus on competitive sport in schools (DfE, 2011c; Ofsted, 2014; Richardson, 2012b; Top Foundation, 2014).

As a result of the developing 14-19 PE curriculum and conflicting government policies, PE teachers appear to have metaphorically, reached a ‘fork in the road’, whereby they are being forced to choose the future direction of travel for PE (and their role as deliverers of the subject). As the findings in the study show that they can no longer do both, they are having to either follow a path leading to a focus on traditional PE including physical activity in lessons and extra-curricular PE provision, or follow a path leading down the road of the academicization of PE, with a focus on the theoretical study of sport, and pupils gaining PE-related qualifications. However, perhaps a different view might be taken. If PE departments were adequately resourced (especially in terms of the number of PE teachers available), then rather than being made to choose between these two pathways, they could have the ‘best of both worlds’. Thus, with enough staff to share the workload, they would be able to offer pupils opportunities to attain 14-19 PE qualifications whilst at the same time offering PE lessons involving some form of physical activity. It is suggested that such an approach would more adequately prepare young people for leading a healthy and active lifestyle in the future, by developing both their knowledge of physical activity and their physical competence.

Interestingly, it is worthy of note that recent reforms to academic qualifications, and in particular changes to GCSE PE, may dictate the choices PE teachers make in the future. This is because the new proposed GCSE PE subject content framework (DfE, 2014b) and the reformed assessment structures therein (Appendix 6.11) represent what may be seen as a further shift towards a focus on the theoretical aspects of the course, especially in light of the inclusion

of a final examination with a weighting of 70% and a shifting further away from a focus upon practical sports participation, now worth 20%, and only requiring pupils to perform two activities as a player/performer. This is compared to current requirements to perform in four activities as a performer, coach or official (Appendix 6.10).

What is important is that the outcomes of such policy decisions relating to academic qualifications will lie on a continuum between what we know will happen (i.e. planned outcomes / intended consequences), and what we cannot possibly anticipate (i.e. unplanned outcomes / unintended consequences) due to blind social processes. However, it is suggested that, in light of the findings from this study, consideration should be given to the consequences, in particular the unintended consequences of such changes (Dunning and Hughes, 2013; Landini, 2013; Murphy, 2008). Although such a policy may be seen to have intended outcomes for policy-makers, such as more rigorous GCSE qualifications (BBC, 2013), at the same time unintended outcomes will emerge.

In particular, this could be an unintended (and perhaps unwanted) impact on Key Stage Four pupils' levels of physical activity, due to an even greater focus on the theoretical study of sport, and consequently a move further into classrooms, and away from a practical-focus during lessons. In regard to Kirk's futures for PE (Kirk, 2011a; 2011b), such outcomes could result in further radical reform (indeed transformation) of PE to a greater extent than has

already been witnessed (as evident from the findings in the present study), perhaps taking PE (and PE teachers) beyond the point of recognition, and to the point of the 'extinction' of PE as we know it. Within the context of such developments, the question for policy-makers is what direction of travel they want the subject of PE (and thus PE teachers) to take. This requires clarity from policy-makers regarding the planned future direction of the subject in secondary school education (in terms of the intended nature and purposes of PE), whilst at the same time being mindful of the unplanned (and unintended) consequences of such policy decisions.

Limitations of the study

It is suggested that a key limitation of the present study centred around the sole use of interviews as the method of data collection relating to the development and impact of 14-19 PE in English secondary schools. In this regard, other methods could have been used, for example, focus group discussions (with PE staff) and observations of 14-19 PE lessons in secondary schools. While it has been identified that interviews are very common and widely used within qualitative research (Bryman, 2008; Ryan et al, 2009), a number of disadvantages are evident with utilising them. For instance, it has been argued that interviews are not precise, definite, objective, clear, predictable, measurable, or repeatable (Beer, 1997; Dilley, 2000). Linked to this, issues have been identified relating to the reliability, validity and generalizability of data collected from interviews which need to be addressed (Cohen et al, 2007;

Gratton and Jones, 2006). One way in which such issues may be addressed is via the process of cross-checking data, through what is known as triangulation. It is suggested that triangulation reduces bias and strengthens the credibility and quality of findings from a qualitative study, by revealing consistencies in the data whilst also countering the concern that findings are simply an artefact of a single method (Tenenbaum and Driscoll, 2005). In practice, this means that the reliability and validity of data can be improved by utilising multiple methods to collect data.

In the above, it is suggested that further sources of data could have been collected in the present study in order to support (or oppose) the perspectives of the PE teachers. For example, analysis of other sources of available data could have been incorporated in this study in the same manner in which Green (2000, 2001) made use of sources of existing data such as school league table results, and Ofsted school reports within his study. This would have enabled the identification of trends in pupil results, or revealed comments from inspectors specifically relating to the development and impact of 14-19 PE in the schools used. Linked to this, available data pertaining to participation levels and exam results in the 22 schools could have been collected and analysed, particularly in relation to the total number of pupils taking and successfully completing 14-19 PE academic (e.g. GCSE and A-Level PE) and vocational qualifications (e.g. BTEC Firsts and Nationals in Sport), and the specific grades achieved by pupils within these (e.g. A*-C / Pass, Merit, Distinction, Distinction*). The gathering of such data would also have allowed for further comparative analysis to be undertaken, such as: a comparison of the grades achieved by boys and girls in

the schools, in both academic and vocational qualifications, which could have been compared to national trends (Appendix 6). Nevertheless, it is suggested that the omission of such analysis from the present research has not detracted from this qualitative study, which specifically explored the perspectives of PE teachers towards developments in 14-19 PE, in general and in their schools in particular.

Tenenbaum and Driscoll (2005) point out that during data collection within a qualitative study, there are three common ways to triangulate – through multiple observers, methods or data sources. This means for example, that by combining multiple data sources, researchers can hope to overcome the intrinsic bias that comes from single-method studies. With specific reference to the present study, this meant that although only one research method (i.e. interviews) was utilised for the collection of data, at the same time, three different sources were used, that is, three groupings of participants: senior management, Heads of PE and main-scale PE teachers (Appendix 1.2).

All-in-all, it is suggested that within the present study, the (sole) use of interviews (with data being collected from three sources) appropriately provided a detailed insight into the perspectives of PE teachers. Indeed, such a methodological approach can be advantageous as interviews are better at gaining rich, detailed answers, thus providing an in-depth exploration of the perspectives, feelings and perceptions of research participants (Bryman, 2008; Charmaz, 2006; Gratton and Jones, 2006; Ryan et al, 2009; Sparkes and

Smith, 2014). Mears (2012) suggests that if the purpose of a research study is to learn from the experiences of others, “your methodology will probably involve interviewing” (p170). Further, it is notable that a similar approach was utilised within the most comparable previous research study to the present one (i.e. Green, 2000; 2001), which employed semi-structured interviews with 35 PE teachers from 17 schools in the north-west of England.

Further limitations to this study are also identifiable. For instance, in terms of data collection, only the perspectives of PE teachers were ascertained. This could have been complimented with the perspectives of others within the 14-19 PE figuration, for example the perspectives of pupils (the recipients of 14-19 PE). Thus, although such data was not collected within the present study, it is proposed that a future direction for this study would be to gather the views and opinions of secondary school pupils regarding 14-19 PE.

In terms of the sampling techniques used to collect data within the study, convenience sampling is not ideal as familiarity between the researcher and the participants can influence the data collected (Bryman, 2008; Denscombe, 2007). This was particularly significant in the present study as nearly all of the participants were known to the researcher through his role in PE teacher training. However, in this regard, every effort was made to conduct all interviews in an ethical and professional manner. Further, in terms of the sampling techniques used, snowball sampling requires a reliance on participants to identify other suitable individuals for potential involvement in the research. Such

selections can be made on the basis that potential participants are simply known to the participant. Consequently, such a strategy led to an imbalance in the number of male and female participants which could have been addressed.

In respect of the sample of participants in the study, only PE teachers from one geographical area – the north-west region of England – were involved. Thus, it is suggested that data could have been collected from other regions within England (e.g. the Midlands, the south-west, to name but a few), in order to assess the development and impact of 14-19 PE across the country. However, although participants were recruited from what might be seen to be a limited geographical area, it is suggested that the sample of participants is representative of the PE teaching profession, with both male and female participants, from across the age spectrum, with varying levels of teaching experience being included.

For the present study, it was decided to collect data during 2010-2011 (appendix 1). This period represented a period of rapid change in the 14-19 curriculum, especially with a general election being conducted in May 2010. It was evident that proposed changes from the new government did impact on the responses provided by the interviewees, particularly when considering the English Baccalaureate and changes to academic qualifications. However in terms of limitations to the study, it is worthy of note that in a rapidly changing policy context, data was collected during one time frame only. Therefore, it is suggested that further data could have been collected in order to explore the

on-going impact of government policy. In this respect, it is suggested (see below) that a future direction for the study would be to conduct an on-going longitudinal examination of the process of the development and impact of 14-19 PE.

In respect of sociological perspectives utilised to make sense of the themes emerging from the data, it is noted that only a figurational sociology perspective was used in the study. Although it is argued (see Chapter Three) that the main reason for the selection of figurational sociology is that it represents a synthesis of all that is good in many of the other sociological perspectives, it should be noted that there are numerous perspectives that could have been used as a conceptual / theoretical framework for this research. These include, functionalist, symbolic interactionist, Weberian, figurational, post-structural and critical theoretical perspectives to name but a few of the more prominent ones.

Finally, a limitation to the present study may be seen in the researcher's previous experiences as a PE/sport lecturer in various Further Education and Higher Education institutions. Even with the best of intentions, the collection and analysis of data will have been influenced by these experiences. However, in the spirit of grounded theory, and following the principles of involvement and detachment, the researcher made concerted effects throughout this present study to be mindful of this.

Future directions

First, it is suggested that there is a need for an on-going longitudinal examination of the process of the development of 14-19 PE and the consequent outcomes, as by its very nature, it is a never ending process, constantly changing. Therefore, it is reasoned that policies connected to the 14-19 curriculum in general (and 14-19 PE in particular) need to be explored, over time, in the future. For example, explorations could be conducted into: the impact on 14-19 PE of the implementation of an English Baccalaureate (with a focus on Maths, English, Science, Humanities and Languages); the impact that reforms to academic qualifications (such as a move towards linear assessments, and a move away from coursework assessments), have on academic 14-19 PE qualifications (i.e. GCSE and A-Level); and the impact reforms to the provision of vocational qualifications, as outlined in the Wolf Report (2011), and the associated changes in the calculation of school league tables (in that not all vocational qualifications now count towards a school's league table position), have on the provision of vocational 14-19 PE-related qualifications.

Second, in regard to possibilities for further research, it is suggested that similar investigations could be conducted looking into the development and impact of 14-19 PE within the other home nations, specifically in Scotland, Wales and Northern Ireland. Such investigations would be able to explore the specific PE provision offered in these nations, which due to the process of devolution differs

from the provision in English secondary schools (BBC, 2004; Institute of Commercial Management, 2005; Rees, 2002). For example, in Scotland young people study for Higher and Advanced Higher qualifications, whilst in Wales they can study for the Welsh Baccalaureate (MacPhail, 2004; Thorburn and Gray, 2010; Scottish Qualifications Authority, 2007). Although research has previously been conducted exploring PE within the 14-19 curriculum in Scotland (Cooper, 1996; MacPhail, 2000; 2004; Thorburn, 1999, 2001; Thorburn and Gray, 2010), this could be further developed by investigating PE teachers' perspectives on the development and impact of 14-19 PE in Scotland, and similarly in the other home nations.

Finally, the present study aimed to solely explore the perspectives of PE teachers, the deliverers of 14-19 PE in secondary schools, towards 14-19 PE, and examine in detail their perceptions regarding the development of 14-19 PE. It is suggested that it would be beneficial to also explore the perspectives of pupils in secondary schools, the recipients of 14-19 PE in secondary schools, towards this provision, and examine their perceptions regarding the development of 14-19 PE and the impact that this has had, particularly for themselves. Interestingly, in regard to pupils and the 14-19 PE curriculum, Macfadyen and Bailey (2002: 94) have pointed out that "there has been little work reported on pupils' reasons for choosing to do examination physical education". Linked to this, Lumby and Foskett (2005: vii) highlight that "a cursory glance will reveal that the needs and voice of 14-19 year olds themselves as individuals have not figured largely in the policy debate to date". This means that there is a dearth of knowledge in relation to pupils'

perspectives towards 14-19 PE (MacPhail, 2000). Therefore, it is suggested that there should be a consideration of *what young people think*, and this would mean “listening to young people’s voices” (MacPhail et al, 2003).

Hence, investigations could be undertaken into: the choices young people make with regards to the subjects they choose within the 14-19 curriculum, whether 14-19 PE is chosen, and the reasons for this; as well as pupil perceptions towards both academic and vocational PE-related qualifications. It was also proposed (by one of the participants in the present study) that an area of research relating to pupils in secondary schools could explore whether they have gone on into employment and at what level after 14-19 PE.

Further, specific investigations could be conducted in regard to the gender differential evident between boys and girls in the 14-19 PE curriculum (see Chapter Two). Almost two decades ago, Carroll (1998) suggested that the issue of gender inequality in 14-19 PE (whereby twice as many boys select examination PE qualifications than girls) clearly needs further work in view of the increasing importance of examination subjects in relation to career routes, and PE’s value in terms of leisure opportunities. In light of the persistence of this issue, as is evident in the latest official statistics available (Appendix 6), it is suggested that this still needs further investigation.

REFERENCES

Ainley, P. and Allen, M. (2010) *Lost Generation? New Strategies for Youth and Education*. London: Continuum International Publishing Group.

Alderson, J.K. (1978) Examinations in PE – an attempt at clarification, *British Journal of Physical Education,* 9(5), 125-126.

Alderson, J.K. (1988a) Examination syllabuses and curriculum developments in PE, *The British Journal of Physical Education*, 19(6), 214-216,

Alderson, J.K. (1988b) Issues and Strategies. *National Conference for A level PE and Sports Studies*. Guildford: AEB.

Aldrich, R. (2002) *A Century of Education*. London: Routledge/Falmer.

Alfrey, L., Webb, L. and Cale, L. (2012) Physical education teachers' continuing professional development in health-related exercise: A figurational analysis, *European Physical Education Review*, 18(3), 361-379.

Allen, R. (2011) The economics of education. In Dufour, B. and Curtis, W. (ed) (2011) *Studying Education: An Introduction to the Key Disciplines in Education Studies*. Maidenhead: Open University Press.

Almond, L. (ed) (1989) *The Place of Physical Education in Schools*. London: Kogan Page.

Almond, L. (1996) Curriculum needs to get into shape [on-line] www.tes.co.uk (accessed January 2012).

Armour, K. and Macdonald, D. (ed) (2012) *Research Methods in Physical Education and Youth Sport.* Abingdon: Routledge.

Arthur, J., Waring, M., Coe, R. and Hedges, L.V. (2012) *Research Methods and Methodologies in Education.* London: Sage Publications.

Assessment and Qualifications Alliance (AQA) (2014a) *GCSE Specification: Physical Education and Physical Education (Double Award), Short Course – for exams June 2014 onwards*. Manchester: AQA.

Atkins, L. (2009) *Invisible Students, Impossible Dreams. Experiencing Vocational Education 14-19*. Stoke on Trent: Trentham Books Limited.

Auerbach, C and Silverstein, L. (2003) *Qualitative Data*. New York: New York University Press.

Aylett, S. (1990) Is GCSE the cross roads for physical education? *The British Journal of Physical Education*, 21(3), 333-337.

Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R. (Education, BERA Physical and Group, Sport Pedagogy Special Interest) (2008) The educational benefits claimed for physical education and school sport: an academic review, *Research Papers in Education.* Published online: November 2008. http://dx.doi.org/10.1080/02671520701809817

Baker, M. (2005) *Why Tomlinson was turned down* [on-line] www.bbc.co.uk/go/pr/fr/-/1/hi/education/4299151.stm (accessed February 2005).

Baker, K. (2013) *14-18 A New Vision for Secondary Education*. London: Bloomsbury.

Ball, S. (2007) Education PLC: Private Sector Participation in Public Sector Education. London: Routledge.

Ball, S.J. (2008) *The Education Debate*. Bristol: The Policy Press.

Ball, S.J., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16: New Youth, New Economies in the Global City.* London: Routledge.

Barker, R., Saipe, R., Sutton, L. and Tucker, L. (2003) *BTEC National Sport.* Oxford: Heinemann Educational Publishers.

Bartlett, S. and Burton, D. (ed) (2003) *Education Studies: Essential Issues*. London: Sage.

Barlett, S, and Burton, D. (2009) *Introduction to Education Studies* (2nd edition). London: Sage.

BBC (2004) *Devolved education's separate paths* [on-line] www.bbc.co.uk/go/pr/fr/-/1/hi/education/3493405.stm (accessed February 2004).

BBC (2006a) *Pupils warned A-levels unsuitable* [on-line] www.news.bbc.co.uk/1/hi/education/5277556.stm (accessed August 2006).

BBC (2006b) *Teenagers 'not engaged' by school* [on-line] www.news.bbc.co.uk/1/hi/education/6067864.stm (accessed October 2006).

BBC (2007a) *School leaving age set to be 18* [online] www.bbc.co.uk/go/pr/fr/-/hi/education/6254833.stm (accessed January 2007).

BBC (2007b) *Another rise in top GCSE grades* [online] www.news.bbc.co.uk/1/hi/education/6958992.stm (accessed September 2007).

BBC (2008a) *Diplomas begin replacing A-levels* [online] www.bbc.co.uk/1/hi/education/7323176.stm (accessed June 2008).

BBC (2008b) *Schools adopt vocational courses* [online] www.bbc.co.uk/1/hi/education/7519603.stm (accessed July 2008).

BBC (2008c) *'Soft' A-Level warning for pupils* [online] www.bbc.co.uk/1/hi/education/7755329.stm (accessed December 2008).

BBC (2008d) *University 'soft' A-level warning* [online] www.news.bbc.co.uk/1/hi/education/7174848.stm (accessed January 2008).

BBC (2008e) *Watchdog probes 'soft A-levels'* [online] www.news.bbc.co.uk/1/hi/education/7241550.stm (accessed February 2008).

BBC (2009a) *Youth drop-out rate hits new high* [online] www.news.bbc.co.uk/1/hi/education/8207180.stm (accessed August 2009).

BBC (2009b) *Parents place value on skills* [online] www.news.bbc.co.uk/1/hi/education/8209209.stm (accessed September 2009).

BBC (2009c) *Vocational exams on the increase* [online] www.bbc.co.uk/1/hi/education/8115674.stm (accessed June 2009).

BBC (2009d) *Tories plan league tables review* [online] www.news.bbc.co.uk/1/hi/education/8203673 (accessed August 2009).

BBC (2011) *GCSE-level vocational qualifications double in two years* [online] www.bbc.co.uk/news/education-14069958 (accessed July 2011).

BBC (2012a) *GCSEs replaced by 'English Bac' in key subjects* [online] www.bbc.co.uk/news/education-19626663 (accessed September 2012).

BBC (2012b) *Sadler's Wells boss says dance 'under threat'* [online] www.bbc.co.uk/news/entertainment-arts-20139975 (accessed October 2012).

BBC (2013) *Q&A: GCSE changes in England* [online] http://www.bbc.co.uk/news/education-22854908 (accessed January 2015).

BBC (2014) *Stressed teachers 'at breaking point', EIS union warns* [on-line] http://www.bbc.co.uk/news/uk-scotland-27699337 (accessed June 2014).

Beard, R. (2002) The advance of physical education, *PE and Sport Today*, 39-40.

Beashel, P. and Taylor, J. (1996) *Advanced Studies in Physical Education and Sport*. London: Nelson.

Beck, S.E. and Manuel, K. (2008) *Practical Research Methods for Librarians and Information Professionals.* New York: Neal-Schuman.

Berg, B.L. (2009) *Qualitative Research Methods for the Social Sciences* (7th edition). Boston: Allyn and Bacon.

Bernstein, B. (1972) On the classification and framing of educational knowledge. In Young, M. (ed) (1972) *Knowledge and Control*. London: Collier Macmillan.

Bilsborough, P. and MacLeod, D. (1998) Standard grade physical education: Some Scottish reflections, *The British Journal of Physical Education*, 29(1), 22-25.

Birks, M. and Mills, J. (2011) *Grounded Theory: A Practical Guide*. Thousand Oaks: Sage.

Bloyce, D. (2004) Baseball. Myths and modernization. In Dunning, E., Malcolm, D. and Waddington, I. (2004) *Sport Histories. Figurational Studies of the Development of Modern Sports*. Abingdon: Routledge.

Bluff, R. (2005) Grounded theory: the methodology. In Holloway, I. (ed) (2005) *Qualitative Research in Health Care*. Milton Keynes: Open University Press.

Bonney, D., Ireland, J., Miller, C., Mackretth, K., Thomas, I. and Van Wely, S. (2004) *Advanced PE for OCR A2*. Oxford: Heinemann Educational Publishers.

Bostock, J. and Wood, J. (2012) *Teaching 14-19. A Handbook*. Maidenhead: Open University Press.

Bowater, D. (2012) *Drop in students taking PE exams since last olympics* [on-line] www.telegraph.co.uk/education/keep-the-flame-alive/9466741/Drop-in-students-taking-PE-exams-since-last-Olympics.html (accessed August 2012)

Bowers, T. (2004) Stress, teaching and teacher health, *Education 3-13,* 32(3), 73-80.

Braham, P. (2003) "Boys, masculinity and PE", *Sport, Education and Society*, 8(1), 57-71.

Bray, S. (1992) Towards the national curriculum - a review of developments in physical education in primary schools in England and Wales during the twentieth century, *The Bulletin of Physical Education*, 28(3), 7-25.

Breakwell, G.M. (1992) Gender, parental and peer influences upon science attitudes and activities, *Public Understanding of Science*, 1(2), 183-197.

British Association of Sport and Exercise Sciences (BASES) (2010) *A Guide to Careers in Sport and Exercise Science*. Cardiff: BASES.

British Sports Trust (2002) Government boost to help more schools deliver sports leadership, *The British Journal of Teaching Physical Education*, 33(3), 20-21.

Brown, S.E. and Macdonald, D. (2011) A lost opportunity? Vocational education in physical education, *Physical Education and Sport Pedagogy*, 16(4), 351-367.

Browne, J. (1990) Gender bias in physical education textbooks, *ACHPER National Journal*, March, 4-7.

Brudnik, M. (2009) Perception of self-efficacy and professional burnout in general education teachers, *Human Movement*, 10(2), 170-175.

Bryman, A. (2008) *Social Research Methods* (3rd edition). Oxford: Oxford University Press.

Burgess, M. and Rodger, J. (2010) *14-19 qualifications strategy research* [on-line] https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR055.pdf (accessed April 2013).

Burns, J. (2013) *Tech-levels to have A-level status in skills plan* [on-line] www.bbc.co.uk/news/education-23168781 (accessed July 2013).

Burns, J. (2014) *Nicky Morgan must tackle teachers' workload, says NUT* [on-line] http://www.bbc.co.uk/news/education-29416923 (accessed September 2014).

Capel, S. (1996) Recent government influences on education, physical education and initial teacher education in England and Wales, *The British Journal of Physical Education*, 27(2), 29-31.

Capel, S. (2002) *Learning to Teach Physical Education in the Secondary School*. London: Routledge/Falmer.

Capel, S., Leask, M. and Turner, T. (1995) *Learning to Teach in the Secondary School: A Companion to School Experience*. London: Routledge.

Capel, S. and Katene, W. (2000) Secondary PGCE PE students' perceptions of their subject knowledge, *European Physical Education Review*, 6(1), 46-70.

Carroll, B. (1982) Examinations and curriculum change in Physical Education, *Physical Education Review*, 5(1), 26-36.

Carroll, B. (1984) Developments in CSE and the leisure paradox, *British Journal of Physical Education*, 15(1), 25-26.

Carroll, B. (1986) Examinations in physical education: an analysis of trends and developments. In Donald, G.M. (ed) (1986) *Trends and Developments in Physical Education.* London: E&FN Spon.

Carroll, B. (1990a) Examinations and assessment in physical education. In Armstrong, N. (ed) (1990) *New Directions in Physical Education* (Volume 1). Champaign: Human Kinetics.

Carroll, B. (1990b) The twain shall meet: GCSE and the national curriculum, *The British Journal of Physical Education*, 21(3), 29-32.

Carroll, B. (1991) The National Curriculum and GCSE: Relationship and issues. *PEA Conference on examinations and the National Curriculum*, Sheffield.

Carroll, B. (1994a) *Assessment in Physical Education: A Teacher's Guide to the Issues*. London: Falmer Press.

Carroll, B. (1994b) On becoming a 'proper' subject. The role of assessment and accountability in defining the status of a subject: The case of physical education, *Paper at British Educational Research Association (BERA) annual conference.* Oxford.

Carroll, B. (1995) Examinations in physical education and sport: Gender differences and influences on subject choice. In Lawrence, L., Murdoch, E. and Parker, S. (eds) (1995) *Professional and Development Issues in Leisure, Sport and Education*. Brighton: LSA Publications.

Carroll, B. (1998) The emergence and growth of examinations in physical education. In Green, K. and Hardman, K. (ed) (1998) *Physical Education. A Reader*. Oxford: Meyer & Meyer sport.

Carroll, B. (2002) *Assessment in Physical Education*. London: Routledge/Falmer.

Carroll, B. and Macdonald, A.I. (1981) Male physical education teachers' opinions about physical education examinations in schools, *Bulletin of Physical Education*, 17, 23-30.

Casbon, C. (1988) Examinations in physical education a path to curriculum development, *British Journal of Physical Education*, 19(6), 217-219.

Casey, A. and O'Donovan, T. (2013) Examination physical education: adhering to pedagogies of the classroom when coming in from the cold, *Physical*

Education and Sport Pedagogy. Published online: 19 Sept 2013. http://dx.doi.org/10.1080/17408989.2013.837439

Castle, F. and J. Evans (2006) *Specialist schools – what do we know?* [on-line] http://risetrust.org.uk/pdfs/specialist.pdf (accessed January 2007).

Centre for Research into Sport and Society (CRSS) (1996a) *Introduction to Sociological Theories*. Leicester: Centre for Research into Sport and Society.

Centre for Research into Sport and Society (CRSS) (1996b) Voluntary Associations. Leicester: Centre for Research into Sport and Society.

Centre for Research into Sport and Society (CRSS) (1996c) Private Enterprise. Leicester: Centre for Research into Sport and Society.

Chandler, B. (2013) The subjectivity of habitus, *Journal for the Theory of Social Behaviour*, 43 (4), 469-491.

Charmaz, K. (2000) Grounded theory: objectivist and constructivist methods. In Denzin, N.K. and Lincoln, Y.S. (eds) (2000) *Handbook of Qualitative Research* (2nd edition). Thousand Oaks CA: Sage Publications.

Charmaz, K. (2006) *Constructing Grounded Theory. A Practical Guide Through Qualitative Analysis*. London: Sage Publications Ltd.

Chitty, C. (2009) *Educational Policy in Britain* (2nd edition). Basingstoke: Palgrave.

Chitty, C. (2011) The politics of education. In Dufour, B. and Curtis, W. (ed) (2011) *Studying Education: An Introduction to the Key Disciplines in Education Studies*. Maidenhead: Open University Press.

Clark, L. (2007) Fines or prison may be used to keep pupils in class to 18. *Daily Mail*, Friday 23rd March 2007, p29.

Clay, G. (1997) Standards in primary and secondary physical education: OFSTED 1995-96, *The British Journal of Physical Education*, 30(2), 5-9.

Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education* (6th edition). London: Routledge.

Connelly, L.M. (2013) Grounded theory, *Medsurg Nursing*, 22(2), 124-127.

Cooper, J. (1996) Whether or not girls and boys choose standard grade PE, *Scottish Journal of Physical Education*, 24(2), 4-19.

Coughlan, S. (2013a) *MPs condemn plan to scrap GCSEs* [on-line] www.bbc.co.uk/news/education-21261443 (accessed January 2013).

Coughlan, S. (2013b) *'Tech Bacc' aims to boost status of vocational courses* [on-line] www.bbc.co.uk/news/education-22225953 (accessed April 2013).

Coughlan, S. (2013c) *GCSEs: New-look tougher exams revealed* [on-line] www.bbc.co.uk/news/education-22841266 (accessed June 2013).

Coughlan, S. (2014) *Wilshaw warns staffroom 'moaners'* [on-line] http://www.bbc.co.uk/news/education-25749480 (accessed March 2014).

Creswell, J. (2007) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* London: Sage.

Curtner-Smith, M.D. (1999) The more things change the more they stay the same: factors influencing teachers' interpretations and delivery of national curriculum physical education, *Sport, Education and Society*, 4(1), 75-97.

Daley, D. (1988) GCSE PE and the bilingual child, *The British Journal of Physical Education*, 19(6), 222-223.

Davis, A. (2012) *'Ebacc effect will hit sport'* [on-line] http://www.standard.co.uk/news/education/ebacc-effect-will-hit-sport-8424053.html (Accessed December 2012).

Davis, G. (2008) *Specialist sports colleges make the grade* [on-line] www.telegraph.co.uk/sport/2290634/Specialist-Sports-Colleges-make-the-grade.html (accessed February 2008).

Davis, R.J., Bull, C.R., Roscoe, J.V. and Roscoe, D.A. (1991) *Physical Education and the Study of Sport*. Frome: Wolfe Publishing Ltd.

Dearing, R. (1996) *Review of Qualifications for 16-19 Year Olds: Summary Report.* London: HMSO/SCAA Publications.

Denscombe, M. (2000) Social conditions for stress: young people's experience of doing GCSEs, *British Educational Research Journal*, 26(3), 359-374.

Denscombe, M. (2007) *The Good Research Guide for Small-Scale Social Research Projects* (3rd edition). Maidenhead: Open University Press.

Department for Education (DfE) (2010a) *The Importance of Teaching*. London: The Stationery Office Limited.

Department for Education (DfE) (2010b) *Gove: "I want competitive sport to be at the centre of a truly rounded education"* [on-line] http://www.education.gov.uk/inthenews/inthenews/a0071188/gove-i-want-competitive-sport-to-be-at-the-centre-of-a-truly-rounded-education (accessed December 2010).

Department for Education (DfE) (2011a) *Wolf review of vocational education. Government response* [on-line] www.education.gov.uk (accessed October 2011).

Department for Education (DfE) (2011c) *A new approach for school sports – decentralising power, incentivising competition, trusting teachers* [on-line] https://www.gov.uk/government/news/new-approach-for-school-sports-decentralising-power-incentivising-competition-trusting-teachers (accessed January 2011).

Department for Education (DfE) (2012a) *Reforming Key Stage 4 Qualifications*. Bristol: Document Summary Service.

Department for Education (DfE) (2012b) *Twice as many students now taking key academic subjects thanks to the EBacc* [on-line] https://www.gov.uk/government/news/twice-as-many-students-now-taking-key-academic-subjects-thanks-to-the-ebacc (accessed October 2012).

Department for Education (DfE) (2013) *Reforming key stage 4 qualifications consultation. Government response* [on-line] www.education.gov.uk/schools/teachingandlearning/qualification/gcses (accessed February 2013).

Department for Education (DfE) (2013b) *Evidence on physical education and sport in schools: June 2013* [on-line] www.gov.uk/government/publications (accessed March 2014).

Department for Education (DfE) (2014a) *The national curriculum in England. Key stages 3 and 4 framework document* [on-line] www.gov.uk/dfe/nationalcurriculum. (accessed October 2014).

Department for Education (DfE) (2014b) *Physical education GCSE subject content.July 2014* [on-line] https://www.gov.uk/government/consultations/gcse-and-a-level-reform (accessed November 2014).

Department for Education and Employment (DfEE) (1996) *Sports Colleges – A Guide for Schools*. London: DFEE.

Department for Education and Employment (DfEE) (1997a) *Learning to Compete*. London: HMSO.

Department for Education and Employment (DfEE) (1997b) *Qualifying for Success*. London: HMSO.

Department for Education and Employment (DfEE) (1997c) *Excellence in Schools*. London: HMSO.

Department for Education and Employment (DfEE) and Qualifications and Curriculum Authority (QCA) (1999) *Physical Education: The National Curriculum for England*. London: HMSO.

Department for Education and Skills (DfES) (2002a) *14-19: Extending Opportunities, Raising Standards*. London: HMSO.

Department for Education and Skills (DfES) / Department for Culture, Media and Sport (DCMS) (2002) *Learning Through PE and Sport. A Guide to the Physical Education, School Sport and Club Links Strategy*. London: DfES.

Department for Education and Skills (DfES) (2003a) *14-19: Opportunity and Excellence*. London: HMSO.

Department for Education and Skills (DfES) (2003b) *21st Century Skills: Realising our Potential*. London: HMSO.

Department for Education and Skills (DfES) (2003c) *National Statistics First Release. Participation in Education, Training and Employment by 16-18 Year Olds in England 2001 and 2002, SFR 31/2003.* London: HMSO.

Department for Education and Skills (DfES) (2005) *14-19 Education and Skills*. London: HMSO.

Department of Children, Schools and Families (DCSF) (2007a) *Raising the participation age – four building blocks.* Speech to the Fabian Society, Institute of Education, University of London, 5 Nov 2007.

Department of Children, Schools and Families (DCSF) (2008a) *Promoting Achievement, Valuing Success: A Strategy for 14-19 Qualifications*. Norwich: TSO information and publishing solutions.

Department of Children, Schools and Families (DCSF) (2008b) *Delivering 14-19 Reform: Next Steps.* Nottingham: DCSF Publications.

Department of Children, Schools and Families (DCSF) (2008c) *The Diploma. Bringing Learning to Life. A Guide for Schools.* Nottingham: DCSF Publications.

Depelteau, F. and Landini, T.S. (ed) (2013) *Norbert Elias and Social Theory*. Basingstoke: Palgrave MacMillan.

Dickenson, B. (1989) Accreditation: a different dimension for physical education. In Almond, L. (ed) (1989) *The Place of Physical Education in Schools*. London: Kogan Page.

Dickenson, B. (1997) Revisiting the key stage 4 curriculum. In Almond, L. (ed) (1997) *Physical Education in Schools* (2nd edition). London: Kogan Page.

Dickenson, B. and Almond, L. (1987) Accreditation: part II: issues for PE, *The British Journal of Physical Education*, 18(4), 175-176.

Dilley, P. (2000) Conducting successful interviews: tips for intrepid research, *Theory into Practice*, 39(3), 131-137.

Donovan, G. (2005) *Teaching 14-19*. London: David Fulton Publishers.

Doody, O. and Noonan, M. (2013) Preparing and conducting interviews to collect data, *Nurse Researcher*, 20(5), 28-32.

Dopson, S. and Waddington, I. (1996) Managing social change: a process sociological change to understanding change within the national health service, *Sociology of Health and Illness*, 18, 525-550.

Dufour, B. (2011) The history of education. In Dufour, B. and Curtis, W. (ed) (2011) *Studying Education: An Introduction to the Key Disciplines in Education Studies*. Maidenhead: Open University Press.

Dunne, S. (2009) The politics of figurational sociology, *The Sociological Review*, 57(1), 28-57.

Dunning, E. (1995) *Figurational Sociology and the Sociology of Sport*. Leicester: Centre for Research into Sport and Society.

Dunning, E. (1999) *Sport Matters: Sociological Studies of Sport, Violence and Civilization.* London: Routledge.

Dunning, E., Malcolm, D. and Waddington, I. (2004) *Sport Histories. Figurational Studies of the Development of Modern Sports*. Abingdon: Routledge.

Dunning, E. and Hughes, J. (2013) *Norbert Elias and Modern Sociology. Knowledge, Interdependence, Power, Process*. London: Bloomsbury Academic.

Edexcel (2007) *Specification: Edexcel Level 2 BTEC First Certificate and BTEC First Diplomas in Sport, Issue 2.* Mansfield: Edexcel Publications.

Edexcel (2008) *Edexcel Advanced Subsidiary GCE in Physical Education (8PE01) First Examination 2009 / Edexcel Advanced GCE in Physical Education (9PE01) First Examination 2010*. Mansfield: Edexcel Publications.

Edexcel (2009) *Specification: Edexcel Level 3 Principal Learning in Sport and Active Leisure.* Mansfield: Edexcel Publications.

Edexcel (2012) Specification: Pearson Edexcel Level 1/Level 2 GCSE in Physical Education (2PE01), Pearson Edexcel Level 1/Level 2 GCSE (Short Course) in Physical Education (3PE01) - For First Certification 2014 (Issue 6). Harlow: Pearson.

Edward, S., Coffield, F. and Steer, R. (2007) Endless change in the learning and skills sector: the impact on teaching staff, *Journal of Vocational Education and Training,* 59(2), 155-173.

Eggleston, J. (1990) School examinations – some sociological issues. In Horton, T. (1990) *Assessment Debates*. Buckingham: Open University Press.

Elias, N. (1978) *What is Sociology?* New York: Columbia University Press.

Ennis, C.D. and Chen, S. (2012) Interviews and focus groups. In Armour, K. and Macdonald, D. (ed) (2012) *Research Methods in Physical Education and Youth Sport.* Abingdon: Routledge.

Evans, J. (1976) An argument against examinations, *British Journal of Physical Education,* 7(1), 110.

Evans, J. and Davies, B. (1997) Editorial introduction: physical education, sport and the curriculum, *The Curriculum Journal*, 8(2), 185-197.

Evans, J. and Davies, B. (2014) Physical Education PLC: neoliberalism, curriculum and governance. New directions for PESP research, *Sport, Education and Society*. Published online: 22 Apr 2014. DOI: 10.1080/13573322.2013.850072.

Evans, J. and Penney, D. (1998) Policy, process and power. In Green, K. and Hardman, K. (1998) *Physical Education: A Reader*. London: Meyer and Meyer sport.

Evans, J., Penney, D., Bryant, A. and Hennink, M. (1996) All things bright and beautiful? PE in primary schools post the 1988 education reform act, *Educational Review*, 48(1), 29-39.

Fisher, L (2011) *The impact of specialist school status: the views of specialist language colleges and other schools* [on-line] www.tandfonline.com.atlas.worc.ac.uk/doi/pdf/10.1080/00131911.2011.553949 (accessed February 2013).

Fisher, S. (1997) Vocational curriculum developments in key stage four physical education, *The British Journal of Physical Education*, 28(2), 10-13.

Fitzclarence, L. and Tinning, R. (1990) Challenging hegemonic physical education: contextualizing physical education as an examinable subject. In Kirk, D. and Tinning, R. (ed) (1990) *Physical Education, Curriculum and Culture: Critical Issues in the Contemporary Crisis.* London: The Falmer Press.

Flick, U., Von Kardurff, E. and Steinke, I. (ed) (2005) *A Companion to Qualitative Research*. London: Sage Publications.

Flintoff, A. (1991) Equal opportunities and practical assessment in examination PE: part 2, *The British Journal of Physical Education*, 22(1), 35-37.

Francis, J. (1988) Examinations at 'A' level GCE in physical education and sports studies: the current situation, *British Journal of Physical Education*, 19(6), 212-213.

Francis, J. (1990) A level examinations in PE and sports studies – open to all, *The British Journal of Physical Education*, 21(3), 338-340.

Francis, J. (1992) The growth, development and future of PE and sport studies at advanced level, *British Journal of Physical Education*, 23(1), 35-37.

Francis, J. and Merrick, I. (1994) The future for advanced level GCE physical education and sports studies, *The British Journal of Physical Education*, 25(3), 13-16.

Frean, A. (2007) Leaving school before 18 will become a criminal offence. *The Times*, 23rd March 2007, p8.

Fyfe, L. (1994) *Careers in Sport* (5th edition). London: Kogan Page Limited.

Garner, R. (2012) Goodbye GCSEs, hello EBacc: Gove announces 2017 start for new exam. *The Independent*, 18th September 2012, p4.

Ghezeljeh, T.N. and Emami, A. (2009) Grounded theory: methodology and philosophical perspective, *Nurse Researcher*, 17(1), 15-23.

Gibbs, G. (2007) *Analysing Qualitative Data*. London: Sage Publications.

Gilliver, K. (1999) Physical education 2000: review of the national curriculum, *The British Journal of Physical Education*, 30(1), 4-5.

Godfrey, C., Hutton, S., Bradshaw, J., Coles, B., Craig, G. and Johnson, J. (2002) *Estimating the Cost of Being Not in Education, Employment or Training at Age 16-18.* London: DfES.

Golder, G. (2010) 14-19 accredited qualifications. In Capel, S. and Whitehead, M. (eds) (2010) *Learning to Teach Physical Education in the Secondary School. A Companion to School Experience* (3rd edition). London: Routledge/Falmer.

Goodwin, J. and Hughes, J. (2011) Ilya Neustadt, Norbert Elias, and the Leicester department: personal correspondence and the history of sociology in Britain, *The British Journal of Sociology*, 62(4), 677-695.

GOV.UK (2014) *Types of schools* [on-line] https://www.gov.uk/types-of-school/overview (accessed November 2014).

Gove, M. (2010) *Letter to Alison Wolf – Review of Vocational Education* (sent 9th September 2010).

Gratton, C. and Jones, I. (2006) *Research Methods for Sports Studies*. London: Routledge.

Gray, L. (2014) *Will today's children die earlier than their parents?* [on-line] http://www.bbc.co.uk/news/magazine-28191865 (accessed July 2014).

Green, K. (2000) Exploring the everyday “philosophies” of physical education teachers from a sociological perspective, *Sport, Education and Society*, 5(2), 109-129.

Green, K. (2001) Examinations in physical education: a sociological perspective on a “new orthodoxy”, *British Journal of sociology of Education*, 22(1), 51-74.

Green, K. (2002) Physical education teachers in their figurations: a sociological analysis of everyday ‘philosophies’, *Sport, Education and Society*, 7(1), 65-83.

Green, K. (2003) *Physical Education Teachers on Physical Education. A Sociological Study of Philosophies and Ideologies*. Chester: Chester Academic Press.

Green, K. (2004) Physical education, lifelong participation and the couch potato society, *Physical Education and Sport Pedagogy*, 9(1), 73-86.

Green, K. (2005a) Examinations: a ‘new orthodoxy’ in physical education? In, Green, K. and Hardman, K. (ed) (2005) *Physical Education: Essential Issues*. London: Sage.

Green, K. (2005b) Extra-curricular physical education in secondary schools in England and Wales: reflections on the ‘state of play’. In Green, K. and Hardman, K. (ed) (2005) *Physical Education: Essential Issues*. London: Sage Publications.

Green, K. (2006) Physical education and figurational sociology: an appreciation of the work of Eric Dunning, *Sport in Society*, 9(4), 650-664.

Green, K. (2008) Assessment and examinations in physical education. In, Green, K. (2008) *Understanding Physical Education*. London: Sage publications.

Green, K. (2009) Exploring the everyday ‘philosophies’ of physical education teachers from a sociological perspective. In, Bailey, R. and Kirk, D. (ed) (2009) *The Routledge Physical Education Reader*. London: Routledge.

Green, K. and Hardman, K. (ed) (1998) *Physical Education. A Reader*. Oxford: Meyer & Meyer sport.

Green, K. and Hardman, K. (ed) (2005) *Physical Education: Essential Issues*. London: Sage.

Green, N. (2002) A Level physical education, *British Journal of Teaching Physical Education,* 33(3), 34.

Griffee, D.T. (2005) Research tips: interview data collection, *Journal of Developmental Education*, 28(3), 36-37.

Grout, H. and Long, G. (2009) Teaching theoretical physical education. In Grout, H. and Long, G. (2009) *Improving Teaching and Learning in Physical Education.* Maidenhead: Open University Press.

Hagan, S.P. (2012) Defending Elias: applications of figurational research in the social sciences, *Analyses of Social Issues and Public Policy*, 12(1), 426-428.

Halsall, R. and Cockett, M. (1996) *Education and Training 14-19: Chaos or Coherence.* London: David Fulton Publishers.

Hammond, N. (2012) Sports leaders UK, *Physical Education Matters*, 7(1), 89.

Hardakre, N. (1998) Delivering vocational qualifications in sport through partnerships, *Bulletin of Physical Education*, 34(3), 171-176.

Harris, B., Mills, R., Parker-Bennett, S. and Beashel, P. (2006) *BTEC First Sport* (2nd edition). Oxford: Heinemann Educational Publishers.

Harrison, A. (2011a) *School league tables: Most miss Baccalaureate target* [on-line] http://www.bbc.co.uk/news/education-12163929 (accessed January 2011).

Harrison, A. (2011b) *Vocational education not good enough, says Wolf report* [on-line] www.bbc.co.uk/news/education-12622061 (accessed March 2011).

Harrison, A. (2012) *Plans for O-level style exams to replace GCSEs* [on-line] www.bbc.co.uk/news/education-18529471 (accessed June 2012).

Harrison, A. (2014) *School league tables in England to be changed* [on-line] www.bbc.co.uk/news/education-25778023 (accessed January 2014).

Hayes, S. and Stidder, G. (1999) A survey of physical education trainees experiences on school placements in the south-east of England 1994-1998, *The British Journal of Physical Education*, 30(1), 28-32.

Hayward, G., Hodgson, A., Johnson, J., Oancea, A., Pring, R., Spours, K., Wilde, S. and Wright, S. (2006) *Annual Report of the Nuffield 14-19 Review 2005-6.* OUDES: University of Oxford.

Higham, J. and Yeomans, D. (2007) Policy memory and policy amnesia in 14-19 education: learning from the past? In Raffe, D. and Spours, K. (eds) (2007) *Policy-Making and Policy Learning in 14-19 Education.* London: Institute of Education.

Hill, D. (2006) New Labour's education policy. In Kassem, D., Mufti, E. and Robinson, J. (ed) (2006) *Education Studies: Issues and Critical Perspectives*. Maidenhead: Open University Press.

Hodgson, A. and Spours, K. (1999) *New Labour's Educational Agenda: Issues and Policies for Education and Training from 14+.* London: Kogan Page.

Hodgson, A. and Spours, K. (2003) *Beyond A-Levels: Curriculum 2000 and the Reform of 14-19 Qualifications.* London: Kogan Page.

Hodgson, A. and Spours, K. (2004) 14-19 education and training: politics, policy and the role of research. *Nuffield Review of 14-19 Education and Training Working Paper 18* (based on discussion paper given at Working Day IV, 25 May 2004).

Hodgson, A. and Spours, K. (2008) *Education and Training 14-19. Curriculum, Qualifications and Organisation.* London: Sage.

Hodgson, A. and Spours, K. (2010) Vocational qualifications and progressions to higher education: The case of the 14-19 diplomas in the English system, *Journal of Education and Work*, 23(2), 95-110.

Hodgson, A., Spours, K. and Waring, M. (2005) Higher education, curriculum 2000 and the future reform of 14-19 qualifications in England, *Oxford Review of Education*, 31(4), 479-495.

Hodgson, A., Spours, K. & Wickenden, C. (2012) *A Joint Survey by IOE, NUT and UCU on the Curriculum and Qualifications for 14-19 Year Olds: Teacher and Lecturer Perspectives*. London: NUT/UCU.

Hodgson, B. (1996) "Which exam?" *The British Journal of Physical Education*, 27(2), 23-26.

Hodgson, B. (2001) GCSE physical education – 2001 – all change or all the same! *The British Journal of Teaching Physical Education*, 32(2), 30-32.

Hodgson, B. (2001b) *Sport and PE. A Complete Guide to GCSE* (2nd edition). Abingdon: Hodder & Stoughton.

Hoffman, S. (1988) The Holmes group and 5th year licence. *Big Ten Leadership Conference Report,* pp.61-63.

Holt, N.L., Knight, C.J. and Tamminen, K.A. (2012) Grounded theory. In Armour, K. and Macdonald, D. (ed) (2012) *Research Methods in Physical Education and Youth Sport.* Abingdon: Routledge.

Honeybourne, J., Hill, M. and Moors, H. (2004) *Advanced PE and Sport* (3rd edition). Cheltenham: Nelson Thornes Ltd.

Hopf, C. (2005) Research ethics and qualitative research. In Flick, U., Von Kardurff, E. and Steinke, I. (ed) (2005) *A Companion to Qualitative Research*. London: Sage Publications.

Houlihan, B. (2002) Political involvement in sport, physical education and recreation. In Laker, A. (ed) (2002) *The Sociology of Sport and Physical Education: An Introductory Reader*. Abingdon: Routledge/Falmer.

Houlihan, B. and Green, M. (2006) The changing status of school sport and physical education: explaining policy change, *Sport, Education and Society*, 11(1), 73-92.

House of Commons Education Committee (2011) *The English Baccalaureate. Fifth Report of Session 2010-12.* Volume One. London: The Stationery Office Ltd.

Hoyle, E. (2001) Teaching: prestige, status and esteem, *Educational Management, Administration and Leadership*, 29(2), 139-152.

Howse, P. (2014) *Education 'fails to deliver skills for global success'* [on-line] www.bbc.co.uk/news/education-25881774 (accessed January 2014).

Huggett, C. and Manley, C. (2010) *Teaching Sport & Leisure 14+.* Maidenhead: Open University Press.

Institute of Commercial Management (2005) *British Qualifications. A Complete Guide to Educational, Technical, Professional & Academic Qualifications in the United Kingdom* (35th Edition). London: Kogan Page Ltd.

Johns, D.P. (2005) Recontextualizing and delivering the biomedical model as a physical education curriculum, *Sport, Education and Society*, 10(1), 69-84.

Joint Council for Qualifications CIC (JCQ) (2014a) *Examination results – GCSE* [on-line] www.jcq.org.uk/examination-results/gcses (accessed November 2014).

Joint Council for Qualifications CIC (JCQ) (2014b) *Examination results – A-Level* [on-line] www.jcq.org.uk/examination-results/a-levels (accessed November 2014).

Jones, K. (2008) *Education in Britain 1944 to the Present*. Cambridge: Polity.

Jones, T. (1988) The 'A' levels as qualifications for entry into higher education, *Report of a National Conference for 'A' Level Physical Education and Sport Studies.* Guildford: Associated Examining Board.

Jones, R.L. and Armour, K.M. (ed) (2000) *Sociology of Sport. Theory and Practice*. London: Longman.

Kanan, E.M. (2006) Physical education teachers and students perceptions regarding the inclusion of physical education subject in the general certificate of secondary education, *Education, Science and Islamic Studies*, 19(2), 17-34.

Keay, J. (2005) Influences on professional learning: a figurational analysis of the experiences of two female physical education teachers. *International Association of Physical Education and Sports for Girls and Women (APESGW) Congress*, University of Alberta, Edmonton, Canada, 10-13 August 2005.

Kirk, D. (2011a) *Physical Education Futures*. Oxford: Routledge.

Kirk, D. (2011b) Physical education futures: three scenarios, *Physical Education Matters*, Autumn 2011, 32-34.

Laberge, Y. (2010) Habitus and social capital: from Pierre Bourdieu and beyond, *Sociology*, 44(4), 770-777.

Landini, T.S. (2013) Main principles of Elias's sociology. In Depelteau, F. and Landini, T.S. (ed) (2013) *Norbert Elias & Social Theory*. Basingstoke: Palgrave MacMillan.

Lawson, H.A. (1983) Toward a model of teacher socialization in physical education: the subjective warrant, recruitment, and teacher education (part 1), *Journal of Teaching in Physical Education*, 2, 3-16.

Lawson, H.A. (1986) Occupational socialization and the design of teacher education programs, *Journal of Teaching in Physical Education*, 5, 107-116.

Lawson, H.A. (1988) Occupational socialization, cultural studies, and the physical education curriculum, *Journal of Teaching in Physical Education*, 7, 265-288.

Leah, J. (2002) Public examinations. In Capel, S. (2002) *Learning to Teach Physical Education in the Secondary School*. London: Routledge/Falmer.

Levy, A. (2013) *Success of A-Level students as thousands shun Mickey Mouse courses for harder subjects amid intense competition for university places* [on-line] www.dailymail.co.uk/news/article-2395191/Success-A-level-students-thousands-shun-Mickey-Mouse-courses-harder-subjects.html (accessed August 2013).

Liberal Democrats (2009) *Equity and Excellence: Policies for 5-19 Education in England's Schools and Colleges*. Policy Paper 89, Spring Conference March 2009.

Liston, K. (2011b) Sport and leisure. In Gabriel, N. and Mennell, S. (ed) (2011) *Norbert Elias and Figurational Research: Processual Thinking in Sociology*. Oxford: Blackwell Publishing Ltd.

Loyal, S. and Quilley, S. (ed) (2004) *The Sociology of Norbert Elias*. Cambridge: Cambridge University Press.

Lumby, J. and Foskett, N. (2005) *14-19 Education: Policy, Leadership and Learning*. London: Sage publications.

Lumpkin, A. (1998) *Physical Education and Sport. A Contemporary Introduction* (4th edition). Boston: WCB McGraw-Hill.

MacDonald, D. and Brooker, R. (1999) Assessment issues in a performance-based subject: a case study of physical education. In Murphy, P. (ed) (1999) *Learners, Learning and Assessment*. London: Paul Chapman Publishing.

MacDonald, D. (2014) Is global neo-liberalism shaping the future of physical education? *Physical Education and Sport Pedagogy*. Published online: 09 Jun 2014. DOI: 10.1080/17408989.2014.920496.

MacFadyen, T. and Bailey, R. (2002) Examinations in physical education. In Macfadyen, T. and Bailey, R. (2002) *Teaching Physical Education 11-18*. London: Continuum.

Machin, S. and Vignoles, A. (2006) *Education Policy in the UK*. London: Centre for the Economics of Education.

Mackreth, K. (1998) Developments in 'A' level physical education, *The British Journal of Physical Education,* 29(4), 16-17.

MacPhail, A. (2000) Pupils' subject choice: higher grade physical education, *The British Journal of Teaching Physical Education*, 31(4), 42-45.

MacPhail, A. (2004) The social construction of higher grade physical education: the impact on teacher curriculum decision-making, *Sport, Education and Society*, 9(1), 53-73.

Mansell, W. (2007) *Education by Numbers: The Tyranny of Testing*. London: Politico's.

Marsden, R.J. (1990) Meeting the challenge of 'A' level sport studies, *The British Journal of Physical Education*, 21(3), 35-36.

Marshall, A. (1996) Push for fitness: physical education teachers want to double time for gym classes. *Calgary Herald*, 11th November 1996, p.1.

Martin, G.A. (2008) A brief history of state intervention in British schooling. In Matheson, D. (2008) *An Introduction to the Study of Education* (3rd edition). London: David Fulton.

Maslach, C. (1993) Burnout; a multi-dimensional perspective. In Schaufeli, W.B., Maslach, C. and Marek, T. (1993) *Professional Burnout: Recent Development in Theory and Research*. London: Taylor & Francis.

McIntosh, P.C., Dixon, J.G., Munrow, A.D. and Willetts, R.E. (1986) *Landmarks in the History of Physical Education* (revised edition). London: Routledge & Kegan Paul.

Mears, C.L. (2012) In-depth interviews. In Arthur, J., Waring, M., Coe, R. and Hedges, L.V. (2012) *Research Methods & Methodologies in Education.* London: Sage Publications.

Mennell, S. (1998) *Norbert Elias: An Introduction*. Dublin: University College Dublin Press.

Mordal-Moen, K. and Green, K. (2014) Neither shaking nor stirring: a case study of reflexivity in Norwegian physical education teacher education, *Sport, Education and Society*, 19(4), 415-434.

Murphy, C. (1990) Who'd tackle GCSE PE? *The British Journal of Physical Education*, 21(3), 341-343.

Murphy, P. (1995) *Introduction to Figurational Sociology*. Leicester: Centre for Research into Sport and Society.

Murphy, P. (1996a) *Power, Consensus and the Decision-Making Process*. Leicester: Centre for Research into Sport and Society.

Murphy, P. (1996b) *Reflections on the policy process*. Leicester: Centre for Research into Sport and Society.

Murphy, P. (2008) 'Boxing blind: unplanned processes in the development of modern boxing'. In Malcolm, D. and Waddington, I. (ed) (2008) *Matters of Sport: Essays in Honour of Eric Dunning*. Abingdon: Routledge.

Murphy, P, Sheard, K. and Waddington, I. (2004) Figurational sociology and its application to sport. In Coakley, J. and Dunning, E. (ed) (2004) *Handbook of Sports Studies.* London: Sage.

Myers, E. (2010) Maximising preferred learning styles: an investigation into utilising learning within a year 10 GCSE theoretical physical education class, *Physical Education Matters*, 5(3), 21-24.

National Association of Head Teachers (NAHT) (1999) Survey of PE and sports in schools, *The British Journal of Physical Education*, 30(2), 29-31.

Newton, T. (2006) The sociology of Norbert Elias, *Contemporary Sociology*, 35(3), 311-312.

Nicholas, S. (1990) Starting 'A' level PE, *The British Journal of Physical Education*, 21(3), 344.

Nixon, E.W. and Cozens, F.W. (1947) *An Introduction to Physical Education* (3rd edition). London: W.B. Saunders Company.

Norris, N. (2007) Editorial: raising the school leaving age, *Cambridge Journal of Education,* 37(4), 471-472.

Nuffield Foundation (2009) *Nuffield Review of 14-19 Education and Training, England and Wales. Education for All: The Future of Education and Training for 14-19 Year Olds*. London: Routledge.

Nutt, G. and Clarke, G. (2002) The hidden curriculum and the changing nature of teachers' work. In Laker, A. (ed) (2002) *The Sociology of Sport and Physical Education.* London: Routledge/Falmer.

Office for National Statistics (ONS) (2014) *8 facts about young people* [on-line] www.ons.gov.uk/ons/rel/uncategorised/summary/facts-about-young-people/sty-facts-about-young-people.html (accessed November 2014).

Office for Standards in Education (Ofsted) (1995) *Physical Education and Sport in Schools: A Survey of Good Practice*. London: HMSO.

Office for Standards in Education (Ofsted) (1998) *Secondary Education 1993-1997: A Review of Secondary Schools in England*. London: HMSO.

Office for Standards in Education (Ofsted) (1999) *GCSE / GNVQ and GCE A/AS Level and Advance GNVQ Examination Results 1998/99 England*. Statistical Bulletin. London: HMSO.

Office for Standards in Education (Ofsted) (2000) *Ofsted Subject Reports 1999-2000: Secondary Physical Education*. London: HMSO.

Office for Standards in Education (Ofsted) (2004) *Ofsted Subject Reports 2002/03. Physical Education in Secondary Schools*. London: HMSO.

Office for Standards in Education (Ofsted). (2005) *Specialist schools: a second evaluation* [on-line] http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/090019.pdf (accessed November 2005).

Office for Standards in Education (Ofsted) (2009) *Physical Education in Schools 2005/08*. London: Ofsted.

Office for Standards in Education (Ofsted) (2014) *Going the Extra Mile. Excellence in Competitive School Sport*. Manchester: Ofsted.

Office for Standards in Education (Ofsted) and Youth Sport Trust (2000) *Sports Colleges: The First Two Years*. London: HMSO.

Office of Qualifications and Examinations Regulation (Ofqual) (2011) *GCSE subject criteria for physical education. September 2011* [on-line] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/371258/2011-11-25-gcse-subject-criteria-for-physical-education.pdf (accessed November 2014).

Ogunleye, J. (2007) *Guide to Teaching 14-19*. London: Continuum.

Organisation for Economic Co-operation and Development (OECD) (2004) *Education at a Glance. OECD Indicators 2004*. Paris: OECD.

Oxford dictionaries (2013) *Oxford dictionary* [online] http://oxforddictionaries.com/definition/english/some?q=some (accessed July 2013).

Oxford, Cambridge and RSA Examinations (OCR) (2012) GCSE 2012 - Physical Education Specification: J586 – Full course, J086 – Short course Version 1. Cambridge: Oxford, Cambridge and RSA Examinations.

Oxford, Cambridge and RSA Examinations (OCR) (2014) *The Briefing, Edition 29, July 2014*. Cambridge: Oxford, Cambridge and RSA Examinations.

Ozga, J. (2000) *Policy Research in Educational Settings. Contested Terrain*. Buckingham: Open University Press.

Paton, G. (2010a) *GCSE league tables skewed by vocational courses* [on-line] www.telegraph.co.uk/education/educationnews/7215886/GCSE (accessed April 2010).

Paton, G. (2010b) *Coalition to scrap specialist schools funding* [on-line] http://www.telegraph.co.uk/education/educationnews/8073986/Coalition-to-scrap-specialist-schools-funding.html (accessed October 2010).

Paton, G. (2012) *Sport and art undermined by new 'EBacc' exams* [on-line] www.telegraph.co.uk/education/educationnews/9550568/Sport-and-art-undermined-by-new-EBacc-exams.html (accessed September 2012).

Pearson (2013) *BTEC First Diploma Specification: Sport – From September 2013*. Harlow: Pearson Education Limited.

Pearson (2014) *BTEC First Diploma Specification: Applied Science – From October 2014*. Harlow: Pearson Education Limited.

Pearson (2015a) *BTEC Firsts* [on-line] http://qualifications.pearson.com/en/qualifications/btec-firsts.html (accessed July 2015).

Pearson (2015b) *BTEC Nationals* [on-line] http://qualifications.pearson.com/en/qualifications/btec-nationals.html (accessed July 2015).

Pearson (2015c) *BTEC results (2014)* [on-line] http://qualifications.pearson.com/en/about-us/qualification-brands/btec/progress-with-btec/btec-results-day.html (accessed July 2015).

Penney, D. (1991) Making a case for physical education: preparing for the national curriculum, *The British Journal of Physical Education*, 22(4), 36-39.

Penney, D. and Evans, J. (1991) The impact of the education reform act (ERA) on the provision of physical education and sport in the 5-16 curriculum of state schools, *The British Journal of Physical Education*, 22(1), 38-42.

Penney, D. and Evans, J. (2005) Policy, power and politics in physical education. In Green, K. and Hardman, K. (ed) (2005) *Physical Education: Essential Issues*. London: Sage.

Penney, D. and Harris, J. (1997) 'Extra-curricular physical education: More of the same for the more able', *Sport, Education and Society*, 2(1): 41-54.

Phillips, G. and Pound, T. (ed) (2003) *The Baccalaureate: A Model for Curriculum Reform*. London: Kogan Page.

Pishghadam, R., Adamson, B., Sadafian, S. and Kan, F. (2014) Conceptions of assessment and teacher burnout, *Assessment in Education: Principles, Policy and Practise,* 21, 34-51.

Prais, S.J. (2001) Developments in education and vocational training in Britain: background note on recent research, *National Institute Economic Review*, 178, 73.

Pring, R. (1990) *The New Curriculum*. London: Cassell.

Pring, R. (2004) The skills revolution, *Oxford Review of Education*, 30(1), 105-116.

Pring, R. (2005) Labour government policy 14-19, *Oxford Review of Education*, 31(1), 71-85.

Pring, R. (2008) 14-19, *Oxford Review of Education*, 34(6), 677-688.

Pring, R,. Hayward, G., Hodgson, A., Johnson, J., Keep, E., Oancea, A., Rees, G., Spours, K. and Wilde, S. (2009) *Education for All: The Future of Education and Training for 14-19 Year Olds.* Abingdon: Routledge.

Putwain, D.W (2011) How is examination stress experienced by secondary students preparing for their general certificate of secondary education examinations and how can it be explained? *International Journal of Qualitative Studies in Education,* 24(6), 717-731.

Qualifications and Curriculum Authority (QCA) (2002) PE in schools today, *The British Journal of Teaching Physical Education*, 33(4), 6-8.

Qualifications and Curriculum Authority (QCA) (2003) *A brief guide to qualifications – key stage 4 curriculum* [on-line] www.qca.org.uk/ca/14-19 (accessed August 2003).

Quick, S., Dalziel, D., Thornton, A. and Simon, A. (2009) *PE and Sport Survey 2008/09*. London: Department for Children, Schools and Families.

Raffe, D. and Spours, K. (ed) (2007) *Policy-Making and Policy Learning in 14-19 Education.* London: Bedford Way Papers.

Rees, G. (2002) Devolution and the restructuring of post-16 education and training in the UK. In Adams, J. and Robinson, P. (ed) (2002) *Devolution in Practice: Public Policy Differences*. London: Institute for Public Policy Research.

Reid, A. (1996a) Knowledge, practice and theory in physical education, *European Physical Education Review*, 2(2), 94-104.

Reid, A. (1996b) The concept of physical education in current curriculum and assessment policy in Scotland, *European Physical Education Review*, 2(1), 7-18.

Reid, A. (1997) Value pluralism and physical education, *European Physical Education Review*, 3(1), 6-20.

Richardson, H. (2011) *Crackdown on school league table tricks* [on-line] www.bbc.co.uk/news/education-15475697 (accessed October 2011).

Richardson, H. (2012a) *Most GCSE equivalents axed from school league tables* [on-line] www.bbc.co.uk/news/education-16789215 (accessed January 2012).

Richardson, H. (2012b) *Olympics has not boosted school sport, survey suggests* [on-line] http://www.bbc.co.uk/news/education-20358298 (accessed November 2012).

Richardson, H. (2013) *'Not enough strenuous activity' in school PE* [on-line] http://www.bbc.co.uk/news/education-21449610 (accessed February 2013).

Rink, J.E. (2010) *Teaching Physical Education for Learning* (6th edition). London: McGraw Hill.

Roberts, K. (1996) Young people, schools, sport and government policies, *Sport, Education and Society*, 1(1), 47-57.

Roberts, K. (2009) *Key Concepts in Sociology*. Basingstoke: Palgrave Macmillan.

Roberts, K. (2012) *Sociology. An Introduction*. Cheltenham: Edward Elgar Publishing Limited.

Robertson, C., Childs, C. and Marsden, E. (2000) Equality and the inclusion of pupils with special educational needs in physical education. In Capel, S. and Piotrowski, S. (ed) (2000) *Issues in Physical Education*. London: Routledge/Falmer.

Roscoe, J. (1999) Advanced level physical education/sport studies year plan, *The British Journal of Teaching Physical Education*, 30(4), 12-13.

Ryan, F., Coughlan, M. and Cronin, P. (2009) Interviewing in qualitative research: the one-to-one interview, *International Journal of Therapy and Rehabilitation*, 16(6), 309-314.

Salter, B. (2005) Applying the key stage 3 national strategy to examination theory lessons in physical education, *British Journal of Teaching Physical Education,* 36(1), 23-27.

Schools Council (1977) *Examinations in Physical Education. A Report of the Working Party of the Schools Council PE Committee*. London: Schools Council.

Schools Council (1981) *Examinations in Physical Education and Related Areas*. London: Schools Council.

Scott, T. (1997) Key stage 4 GCSE in PE – one schools' approach, *The British Journal of Physical Education*, 28(2), 14-16.

Scott, T. (2001) *GCSE PE for Edexcel* (2nd edition). Oxford: Heinemann Educational Publishers.

Scottish Qualifications Authority (SQA) (2007) *Scottish Qualifications*. Edinburgh: SQA.

Sellgren, K. (2014) *Teachers asked to suggest ways to reduce workload* [on-line] http://www.bbc.co.uk/news/education-29707874 (accessed October 2014).

Sharp, H. (2010) *Vocational education has 'lost its way', says Gove* [on-line] www.bbc.co.uk/news/education-11229469 (accessed September 2010).

Skills Active (2008) *Line of Learning Statement for the Diploma in Sport and Active Leisure*. London: Skills Active.

Smith, A., Green, K. and Thurston, M. (2009) Activity choice and physical education in England and Wales, *Sport, Education and Society*, 14(2), 203-222.

Smith, L. (2004) *Britain: Teenagers driven to depression and suicide by exam pressures* [on-line] http://www.wsws.org/en/articles/2004/06/dep-j25.html (accessed November 2012).

Sparkes, A.C. and Smith, B. (2014) *Qualitative Research Methods in Sport, Exercise and Health: From Process to Product*. London: Routledge.

Sports Leaders UK (2014) *Awards and quals* [on-line] http://www.sportsleaders.org/courses/ (accessed December 2014).

Stafford-Brown, J. et al. (2003) *BTEC National in Sport and Exercise Science*. London: Hodder & Stoughton.

Stead, R. and Nevill, M. (2010) *The Impact of Physical Education and Sport on Education Outcomes: A Review of Literature*. Loughborough: Youth Sport Trust, Loughborough University and the Institute of Youth Sport.

Stewart, W. (2009) Tories poised to dump diplomas. *The Times Educational Supplement*, September 2009, p1.

Stidder, G. (2000) GCSE PE for all: a step in the right direction? *The Bulletin of Physical Education,* 36(3), 159-177.

Stidder, G. (2001a) Who's for exams? A review of GCSE PE results in one English secondary school 1997-2000, *The British Journal of Teaching Physical Education*, 32(3), 46-48.

Stidder, G. (2001b) Who's for exams? (part two), *The British Journal of Teaching Physical Education*, 32(4), 38-40.

Stidder, G. (2001c) Curriculum innovation in physical education at key stage 4: a review of GCSE PE results in one English secondary school 1997-2000, *The Bulletin of Physical Education*, 37(1), 25-46.

Stidder, G. (2015) *Becoming a PE Teacher*. London: Routledge.

Stidder, G. and Hayes, S. (2002) A survey of physical education trainees experiences on school placements in the south-east of England 1997-2002, *The British Journal of Teaching Physical Education*, 33(2), 43-48.

Stidder, G. and Hayes, S. (2006) A longitudinal study of physical education teachers' experiences on school placements in the south-east of England (1994-2004), *European Physical Education Review*, 12(2), 313-333.

Stidder, G. and Wallis, J. (2003a) Accreditation in physical education? Meeting the needs and interests of pupils at key stage four. In Hayes, S. and Stidder, G. (ed) (2003) *Equity and Inclusion in Physical Education: Contemporary Issues for Teachers, Trainees and Practitioners*. London: Routledge.

Stidder, G. and Wallis, J. (2003b) Future directions for physical education at key stage four and post-16: some critical questions, *The British Journal of Teaching Physical Education*, winter, 41-47.

Stidder, G. and Wallis, J. (2005) The place of physical education within a 14-19 curriculum: insights and implications for future practice (part one), *The British Journal of Teaching Physical Education*, 36(4), 43-48.

Stidder, G. and Wallis, J. (2006) The place of physical education within a 14-19 curriculum: insights and implications for future practice (part two), *The British Journal of Teaching Physical Education*, 37(1), 40-44.

Stidder, G. and Wallis, J. (2013) Inclusive learning and teaching through accredited awards in physical education within a 14-19 curriculum framework. In

Stidder, G. and Hayes, S. (2013) *Equity and Inclusion in Physical Education and Sport* (2nd edition). Abingdon: Routledge.

Taylor, S., Rizvi, F., Lingard, B. and Henry, M. (1997) *Educational Policy and the Politics of Change*. London: Routledge.

Telegraph (2012) *PE should be part of Ebacc exam system, experts warn* [on-line] www.telegraph.co.uk/education/secondaryeducation/9751993/PE-should-be-part-of-Ebacc-exam-system-experts-warn.html (Accessed December 2012).

Thorburn, M. (1999) "Is it real physical education today?" Knowledge and understanding in standard grade, higher grade and higher still physical education, *Scottish Journal of Physical Education*, 27(1), 19-29.

Thorburn, M. (2001) Critical times for critical thinking. The teaching and assessment of knowledge and understanding in certificate physical education: a Scottish perspective, *The British Journal of Teaching Physical Education*, 32(3), 42-45.

Thorburn, M. and Gray, S. (2010) *Physical Education. Picking up the Baton*. Edinburgh: Dunedin Academic Press Ltd.

Thorpe, R. (1996) Physical education: beyond the curriculum. In Armstrong, N. (ed) (1996) *New Directions in Physical Education: Change and Innovation*. London: Cassell Education.

Tindall, D. and Enright, E. (2013) Rethinking teacher knowledge in physical education. What do physical education teachers need to know? In, Capel, S. and Whitehead, M. (ed) (2013) *Debates in Physical Education*. London: Routledge.

Timperley, H. & Robinson, V. (2000) Workload and the professional culture of teachers, *Educational management & administration,* 28 (1), 47-62.

Tomlinson, S. (ed) (1997) *Education 14-19: Critical Perspectives*. London: The Athlone Press.

Top Foundation (2014) *National Governing Bodies of Sport Survey. Competitive School Sport*. Loughborough: Top Foundation.

Toynbee, P. and Walker, D. (2005) *Better or Worse? Has Labour delivered?* London: Bloomsbury Publishing Plc.

Tulley, R. (2005) The growth of sports leadership, *The British Journal of Teaching Physical Education*, Winter 2005, 25-26.

UK Youth (2014) *Statistics about young people in the UK* [on-line] www.ukyouth.org/stories/item/292-statistics-about-young-people-in-the-uk.html#.VHIET01yaUk (accessed November 2014).

University of Cambridge (2008) *Entrance requirements* [on-line] www.cam.ac.uk/admissions/undergraduate/requirements/ (accessed December 2008).

Van Krieken, R. (1998) *Norbert Elias*. London: Routledge.

Velija, P., Capel, S., Katene, W. and Hayes, S. (2008) 'Does knowing stuff like PSHE and citizenship make me a better teacher?' Student teachers in the teacher training figuration, *European Physical Education Review*, 14(3), 389-406.

Walters, D. (1991) A theoretical analysis of GCSE physical education practical assessment criteria, *The British Journal of Physical Education*, 22(2), 23-26.

Ward, L. (2004) *Huge rise in students taking GCSEs in PE* [on-line] www.theguardian.com/uk/2004/aug/26/schools.gcses2004 (accessed August 2004).

Ward, S. and Eden, C. (2009) *Key Issues in Education Policy*. London: Sage.

Waugh, P. (2010) *Michael Gove signals end for specialist schools.* [on-line] http://www.standard.co.uk/news/michael-gove-signals-end-for-specialist-schools-6527122.html (accessed October 2010).

Whelan, J. (1998) Specialist sports colleges – the picture so far, *The British Journal of Physical Education*, 29(3), 25-27.

White, R. (1997) The Asdan award scheme: a celebration of professional practice. In Tomlinson, S. (ed) (1997) *Education 14-19 Critical Perspectives*. London: The Athlone Press.

Whitehead, M. (2001) Physical literacy – opening the debate, *British Journal of Teaching Physical Education*, 32(1), 6-8.

Whitehead, M. (2006) The concept of physical literacy, *European Journal of Physical Education*, 6(2), 127-138.

Whiteside, T., Sutton, A. and Everton, T. (ed) (1992) *16-19 Changes in Education and Training*. London: David Fulton.

Williams, G., Pinder, S., Thomson, A. and Williams, D. (2010) *Black's Dictionary of Physical Education and School Sport*. London: A&C Black Publishers Ltd.

Williams, B.J. & Macdonald, D. (2014) Explaining outsourcing in health, sport and physical education, *Sport, Education and Society*. Published online: 09 May 2014. DOI:10.1080/13573322.2014.914902.

Wilson, V. (2012) Research methods: interviews, *Evidence Based Library and Information Practice*, 7(2), 96-98.

Wolf, A. (2011) *Review of Vocational Education – The Wolf Report*. London: Department for Education.

Woollam, S. (1978) The case against examinations in physical education, *British Journal of Physical Education*, 9(6), 156-159.

Working Group on 14-19 Reform (2004) *14-19 Curriculum and Qualifications Reform: Final Report of the Working Group on 14-19 Reform*. London: DfES.

Wright, J. (2000) "Bodies, meanings and movement: a comparison of the language of a physical education lesson and a Feldenkrais movement class, *Sport, Education and Society*, 5(1), 35-49.

Yeomans, D., Higham, J. and Sharp, P. (2000) *The impact of the specialist schools programme* [on-line] http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/RB196.pdf (accessed December 2000).

Young, M. (1996) A curriculum for the twenty-first century? Towards a new basis for overcoming academic / vocational divisions. In Ahier, J., Cosin, B. and Hales, M. (ed) (1996) *Diversity and Change: Education Policy and Selection*. London: Routledge.

Young, M. (2011) The return to subjects: a sociological perspective on the UK coalition government's approach to the 14-19 curriculum, *The Curriculum Journal*, 22 (2), 265-278.

Youth Sport Trust (YST) (2009) *PE and Sport for 14-19 year olds. Initial Report from the Youth Sport Trust Commission*. Loughborough: Youth Sport Trust.

Appendix 1

The research participants

Appendix 1.1

Research participants' details

Interview	Date	Interview duration	Transcript word count	Age	Gender	Role	Type of school	Years in current school	Total years in teaching	Number of schools taught in
T1	19 March 2010	1 hr 15.50 min	**9,937**	**33**	**M**	**Head of PE**	**S.C.**	**10**	**10**	**1**
T2	22 March 2010	1 hr 32.11 min	**12,220**	**29**	**M**	**Head of PE**	**S.C.**	**5**	**5**	**1**
T3	5 May 2010	1 hr 29.48 min	**13,410**	**42**	**F**	**Assistant Head teacher (promoted from PE)**	**S.C.**	**4**	**20**	**5**
T4	18 May 2010	1 hr 13.30 min	11,678	37	F	PE teacher / SSCo	H.S.	7	7	1
T5	18 May 2010	35.14 min	4,466	40	M	PE teacher	H.S.	2	16	6
T6	18 May 2010	1 hr 00.33 min	8,357	35	F	Head of PE	H.S.	8	13	2
T7	22 June 2010	1 hr 23.37 min	13,373	25	M	PE teacher	S.C.	3	3	1
T8	12 July 2010	1 hr 12.32 min	13,139	23	F	PE teacher	S.C.	1	1	1
T9	13 July 2010	1 hr 11.52 min	10,607	26	M	PE teacher	S.C.	3	3	1
T10	13 July 2010	58.06 min	9,162	29	F	PE teacher	H.S.	6	6	1
T11	16 July 2010	1 hr 32.00 min	14,133	36	M	Deputy Head teacher (promoted from PE)	H.S.	1	14	3
T12	19 July 2010	1 hr 08.41 min	8,556	34	M	PDM	S.C.	½	12	3
T13	13 Sept 2010	1 hr 09.05 min	8,294	30	M	PE teacher	S.C.	4	4	1
T14	16 Sept 2010	1 hr 10.21 min	11,118	36	M	Assistant Head teacher (Promoted from PE)	S.C.	8	11	2
T15	16 Sept 2010	54.29 min	8,668	26	M	PE teacher	S.C.	2	5	2
T16	22 Sept 2010	1 hr 05.32 min	9,870	25	M	PE teacher / KS5 coordinator	S.C.	3	3	1
T17	29 Sept 2010	1hr 01.44 min	9,643	35	M	Head of PE	S.C.	7	7	1
T18	2 Nov 2010	1 hr 11.14 min	10,225	38	F	Assistant Head teacher (promoted from PE)	S.C.	11	14	2
T19	5 Nov 2010	1 hr 14.24 min	10,682	28	F	Head of PE	S.C.	6	6	1
T20	5 Nov 2010	1 hr 04.30 min	8,924	30	M	PE teacher / SSCo	S.C.	7	8	2
T21	3 Dec 2010	1 hr 05.02 min	9,725	38	M	Head of PE	H.S.	14	14	1
T22	6 Dec 2010	1 hr 06.42 min	9,547	46	M	PE teacher / Head of Year 9	S.S.	21	23	2
T23	6 Dec 2010	1 hr 02.41 min	10,399	28	M	PE teacher	S.S.	6	6	1
T24	8 Dec 2010	50.26 min	8,399	30	M	PE teacher	S.C.	4	4	1
T25	8 Dec 2010	1 hr 01.40 min	9,045	34	M	Head of PE	S.C.	7	10	3
T26	13 Dec 2010	1 hr 08.14 min	8,777	45	M	PE teacher / school 14-19 coordinator	H.S.	6	9	2
T27	13 Dec 2010	47.49 min	8,700	37	F	Head of PE	H.S.	11	11	1
T28	15 Dec 2010	48.39 min	7,057	40	M	Head of PE	S.S.	2	16	3

T29	5 Jan 2011	46.47 min	6,153	38	M	Assistant Head teacher (promoted from PE)	S.C.	10	15	3
T30	5 Jan 2011	42.14 min	5,504	53	M	Deputy Head teacher (promoted from PE)	S.C.	11	31	4
T31	5 Jan 2011	31.48 min	4,761	30	M	PE teacher / SSCo	H.S.	6	6	1
T32	10 Jan 2011	35.04 min	5,817	33	F	PE teacher	S.C.	9	10	2
T33	12 Jan 2011	1hr 00.29 min	8,333	35	M	Head of PE	H.S.	10	11	2
T34	13 Jan 2011	1 hr 11.39 min	9,923	35	M	Deputy Head teacher (promoted from PE)	S.C.	8	13	3
T35	14 Jan 2011	1 hr 41.11 min	11,672	59	F	Head of PE (recently retired)	S.C.	25	37	2
T36	19 Jan 2011	36.06 min	5,449	26	F	PE teacher	S.C.	4	4	1
T37	20 Jan 2011	49.02 min	6,445	44	M	Head of PE	H.S.	14	22	2
T38	21 Jan 2011	48.18 min	5,379	46	F	PE teacher	S.S.	5	17	4
T39	24 Jan 2011	36.54 min	5,025	34	F	PE teacher	H.S.	12	12	1
T40	25 Jan 2011	1 hr 01.39 min	7,774	52	F	Community sports coordinator	H.S.	25	26	2
T41	25 Jan 2011	29.58 min	5,163	37	F	Head of PE	H.S.	12	12	1
T42	28 Jan 2011	1 hr 07.03 min	11,337	43	M	Assistant head teacher (promoted from PE)	S.C.	10	20	2
T43	11 Feb 2011	42.17 min	7,269	26	F	PE teacher	H.S.	3	3	1
T44	18 Feb 2011	37.27 min	6,475	29	M	PE teacher	H.S.	7	7	1
T45	18 Feb 2011	1 hr 00.04 min	9,452	39	M	Head of PE	H.S.	14	14	1
T46	11 March 2011	1 hr 03.35 min	10,409	41	M	Head teacher (promoted from PE)	S.C.	1	20	6
T47	21 March 2011	42.33 min	7,170	23	M	PE teacher (NQT)	S.C.	<1	<1	1
T48	21 March 2011	45.21 min	5,919	30	M	PE teacher	S.C.	6	6	1
T49	21 March 2011	42.16 min	6,294	39	F	Assistant Head teacher (promoted from PE)	S.C.	8	14	2
T50	22 March 2011	1 hr 09.16 min	11,100	59	F	Head of PE (Girls)	H.S.	33	38	2
T51	26 May 2011	46.17 min	7,470	29	F	Head of PE (Girls)	H.S.	3	7	3
T52	26 May 2011	28.51 min	3,846	32	M	Head of PE (Boys)	H.S.	3	10	2
		Range: 28.51 – 101.11 mins **Average duration:** 59 minutes **Total interview time**: 51 hours 6 minutes	**Total wordage** 416,683	**Range**: 23 years – 59 years	**M = 33** **F = 19**		**22 schools** S.C. = 9 S.S. = 2 H.S. = 11		**Total:** 616 years	

Key:

- Longest interview
- Shortest interview
- Oldest participant(s)
- Youngest participant
- Longest period of service
- Shortest period of service

Types of school: **S.C.** – Sports College / **S.S.** – Selective School / **H.S.** – High School

Appendix 1.2

Three categories of PE teachers used:

- Senior management (n = 10)
- Head of PE (n = 17)
- PE teachers (n = 25)

Research subjects category 1: Senior management	[n = 10]
T3	**Assistant Head teacher (promoted from PE)**
T11	Deputy Head teacher (promoted from PE)
T14	Assistant Head teacher (Promoted from PE)
T18	Assistant Head teacher (promoted from PE)
T29	Assistant Head teacher (promoted from PE)
T30	Deputy Head teacher (promoted from PE)
T34	Deputy Head teacher (promoted from PE)
T42	Assistant head teacher (promoted from PE)
T46	Head teacher (promoted from PE)
T49	Assistant Head teacher (promoted from PE)
Research subjects category 2: Head of PE	**[n = 17]**
T1	**Head of PE**
T2	**Head of PE**
T6	Head of PE
T17	Head of PE
T19	Head of PE
T21	Head of PE
T25	Head of PE
T27	Head of PE
T28	Head of PE
T33	Head of PE
T35	Head of PE (Recently retired)
T37	Head of PE
T41	Head of PE
T45	Head of PE
T50	Head of PE (Girls)
T51	Head of PE (Girls)
T52	Head of PE (Boys)
Research subjects category 3: Main scale PE teachers	**[n = 25]**
T4	PE teacher / SSCo
T5	PE teacher
T7	PE teacher
T8	PE teacher
T9	PE teacher
T10	PE teacher
T12	PDM
T13	PE teacher
T15	PE teacher
T16	PE teacher / KS5 coordinator
T20	PE teacher / SSCo
T22	PE teacher / Head of Year 9
T23	PE teacher
T24	PE teacher
T26	PE teacher / school 14-19 coordinator
T31	PE teacher / SSCo
T32	PE teacher
T36	PE teacher
T38	PE teacher
T39	PE teacher
T40	Community sports coordinator
T43	PE teacher
T44	PE teacher
T47	PE teacher (NQT)
T48	PE teacher

Appendix 1.3

Categorization of participants in the study by years of experience

Teacher	Years of experience	Role
T2	5	Head of PE
T7	3	PE teacher
T8	1	PE teacher
T9	3	PE teacher
T13	4	PE teacher
T15	5	PE teacher
T16	3	PE teacher
T24	4	PE teacher
T36	4	PE teacher
T43	3	PE teacher
T47	<1	PE teacher (NQT)
Total = 11		

Teacher	Years of experience	Role
T1	10	Head of PE
T4	7	PE teacher
T5	16	PE teacher
T6	13	Head of PE
T10	6	PE teacher
T11	14	Deputy Headteacher
T12	12	Partnership Development Manager (PDM)
T14	11	Assistant Headteacher
T17	7	Head of PE
T18	14	Assistant Headteacher
T19	6	Head of PE
T20	8	PE teacher
T21	14	Head of PE
T23	6	PE teacher
T25	10	Head of PE
T26	9	PE teacher
T27	11	Head of PE
T28	16	Head of PE
T29	15	Assistant Headteacher
T31	6	PE teacher
T32	10	PE teacher
T33	11	Head of PE
T34	13	Deputy Headteacher
T38	17	PE teacher
T39	12	PE teacher
T41	12	Head of PE
T44	7	PE teacher
T45	14	Head of PE
T48	6	PE teacher
T49	14	Assistant Headteacher
T51	7	Head of PE
T52	10	Head of PE
Total = 32		

Teacher	Years of experience	Role
T3	20	Assistant Headteacher
T22	23	PE teacher / Head of Year 9
T30	31	Deputy Headteacher
T35	37	Head of PE
T37	22	Head of PE
T40	26	Community Sports Coordinator
T42	20	Assistant Headteacher
T46	20	Headteacher
T50	38	Head of PE
Total = 9		

Appendix 1.4

14-19 PE qualifications offered within the 22 schools

School	GCSE PE	A-Level PE	BTEC First	BTEC National	Diploma SAL	OCR Nationals	Leadership	'Others'
1	X	X	✓	✓	X	X	✓	X
2	✓	✓	✓	X	✓	X	✓	X
3	✓	✓	✓	✓	✓	X	✓	✓
4	✓	X	✓	X	✓	X	✓	✓
5	✓	✓	✓	✓	✓	X	✓	✓
6	✓	✓	✓	✓	X	X	✓	✓
7	✓	X	✓	✓	X	X	✓	✓
8	✓	X	✓	X	X	X	✓	✓
9	✓	X	X	X	X	X	✓	X
10	✓	✓	X	X	X	X	X	✓
11	✓	✓	✓	✓	X	X	✓	✓
12	✓	X	✓	✓	X	X	✓	X
13	✓	✓	X	X	X	X	X	✓
14	✓	✓	X	X	✓	✓	✓	✓
15	✓	X	✓	X	✓	X	✓	✓
16	X	X	✓	✓	X	X	✓	✓
17	✓	X	✓	X	X	X	✓	✓
18	✓	X	✓	X	X	X	✓	✓
19	✓	✓	✓	X	X	X	✓	✓
20	✓	X	✓	X	X	X	✓	✓
21	✓	✓	✓	X	X	X	✓	✓
22	✓	X	X	X	X	X	✓	✓
	20	**10**	**17**	**8**	**6**	**1**	**20**	**18**

KEY: 'Others' = BTEC Outdoor Education, BTEC Public Services, BTEC Dance, GCSE Dance, NGB awards (Leadership and officiating), Asdan, First Aid, Duke of Edinburgh Award, etc

Appendix 1.5

Date of commencement of 14-19 PE qualifications offered in the schools

Qualifications	Starting date
L2: GCSE PE	1988 (School 13) 1994 (School 14) 1995 (School 1) 1996 (School 20) 1997 (School 19) 2000 (Schools 5 & 7) 2002 (School 6) 2003 (School 15) 2006 (School 2) 2008 (School 12) 2009 (School 22)
L2: GCSE PE Double Award	2006 (School 15)
L2: GCSE Dance	2005 (School 19)
L2: BTEC First in Sport	2000 (School 5) 2002 (School 4) 2003 (Schools 1 & 13 & 18) 2004 (Schools 2 & 3 & 19) 2005 (Schools 8 & 10 & 16) 2006 (School 11) 2008 (School 21) 2009 (School 15) 2010 (Schools 6 & 7 & 20)
L2: OCR National Sport	2006 (School 9)
L2: BTEC First in Dance	2010 (Schools 15 & 19 & 21)
L2: Diploma in Sport and Active Leisure	2010 (School 3)
L2: Sports Leadership	1997 (School 14) 2006 (School 16)
L2: NVQ Sport	2002 (School 13)
L3: GCE A-Level PE	1996 (School 22) 1998 (School 12) 2003 (School 7) 2004 (School 6) 2009 (School 4)
L3: BTEC National Sport	2002 (School 2) 2003 (School 13) 2004 (Schools 3 & 18) 2005 (Schools 4 & 8 & 16) 2007 (School 4)
L3: OCR National Sport	2006 (School 9)

Appendix 2

Pilot study interviews

Appendix 2.1

Research ethical approval letter

Ref. 0695

Thursday, 27 July 2006

Dear Simon,

I am pleased to inform you that the Ethics Committee has now considered your application for approval of the project entitled:

Title. A sociological examination of the social organisation of Physical Education and Sport within the 14-19 curriculum

And I am happy to confirm that it has been approved subject to the following provisos:

1. Subject to the provision of a PI Sheet which provides full details of the procedures and recording techniques.
2. Separate PI Sheets should be submitted for the Parents, Teachers and Children.

Please confirm in writing that you will carry out the above, and provide copies of any amended literature, having done so you need not re-submit your application to the Ethics Committee. You must not proceed with this project until these conditions are met. You are asked to respond urgently to these provisos.

Please note should you fail to respond within six months of the original decision the application will be considered "not approved". In such cases you will need to re-submit your application.

The Ethics Committee approval is given on the understanding that:

(i) any adverse reactions/events which take place during the course of the project will be reported to the Committee immediately;
(ii) any unforeseen ethical issues arising during the course of the project will be reported to the Committee immediately;
(iii) any change in the protocol will be reported to the Committee immediately.

Please note that ethical approval is given for a period of five years from the date granted and therefore the expiry date for this project will be **July 2011**. An application for extension of approval must be submitted if the project continues after this date.

Yours sincerely

Jo McWatt
Ethics Committee Secretary
Tel: 0151 231 3119
E-mail: j.m.mcwatt@livjm.ac.uk

Appendix 2.2

PARTICIPANT INFORMATION SHEET & INFORMED CONSENT FORM

(Pilot study interview)

Project focus: 14-19 PE

Thank you for showing an interest in this study. Please read all the information in this leaflet carefully. Then please consider whether you wish to take part in this study.

Participation in this study is completely voluntary. If you decide to take part, you will be asked to sign this form. If you decide that you do not wish to participate, then please appropriately discard this leaflet or hand it back to the researcher. Regardless of your decision, I thank you for your time.

What are the aims of the project?

The aim of the research is to explore the emergence and development of PE within the 14-19 curriculum, and also to explore the impact of such developments (if any) on the subject of PE, teachers of PE, and your secondary school pupils.

What will you be asked to do?

Procedures
If you agree to take part, you will be asked to participate in a face-to-face interview, which will normally take place in your school. This will take approximately 60 minutes, although the interview may be either shorter or longer in duration (dependent upon the responses given).

Risks and discomfort
It is not anticipated that there will any risk or discomfort as a result of taking part in this research study. However if you feel uncomfortable being part of the interview, you can withdraw at any time without explaining your reasons.

Safety
No specific safety precautions are necessary for this research project, other than those taken in normal day-to-day school life.

Benefits of participation

Through taking part in this study, it will provide you with an opportunity to discuss and reflect upon the 14-19 PE provision in your secondary school. Also, by taking part, you will help to increase knowledge of the area being studied.

Can I withdraw from this study?

You can change your mind and decide not to take part at any time. If you decide to withdraw from the study, you do not have to give any reason for your decision, and you will not be disadvantaged in any way.

What information will be collected, and how will it be used?

The interview will be qualitative in nature (exploring your thoughts and feelings) and will be compared to other views. The interview will be recorded and analysed using qualitative thematic analysis procedures. This will then be written up as part of my PhD study and will be disseminated at an identified research conference and several peer-reviewed journal publications.

The findings of this study will not be linked to any specific person. Your anonymity is carefully guarded and I promise full confidentiality. A copy of the interview transcript may be given to you upon request. The primary data collected will be stored and then destroyed after the completion of the study, in keeping with the University approved procedures.

Statement by participant

- I have volunteered to take part in this project
- I know I can withdraw at any time without being disadvantaged
- I am satisfied that the results will be stored securely
- I know that the results may be published, but they will not be linked to me
- I am aware of any possible risks and discomfort
- I agree to inform the researcher immediately if I feel uncomfortable
- I have had the chance to ask questions regarding the study
- I know that I will not receive any money for taking part

If you have concerns about any aspect of this study you should ask to speak to the researcher(s) who will do their best to answer your questions.

However, if you have further concerns and wish to complain formally about any aspect of or about the way you have been treated during the study, you may contact Professor Ken Green, at the University of Chester, on (01244) 513 424, or via email at k.green@chester.ac.uk.

I have read and understood this form. I agree to take part in the project focusing on 14-19 PE.

Signed (Participant): **Date:**

Signed (Witness): **Date:**

Appendix 2.3

PE teacher interviews **(Interview schedule: Pilot Study)**

Date: **Time:** **Venue:**

Personal information:

Institution name: _____

Teacher name: _____

Teacher age: _____

Teacher sex: _____

Qualifications: _____

_____

Teachers' title / position: _____

Teaching duties / responsibilities: _____

_____

_____

Time in current school: _____

Years of teaching experience: _____

Number of schools taught in: _____

Other teaching experience: _____

Courses that you teach on:

- GCSE PE ☐
- A Level PE ☐
- BTEC First in Sport ☐
- BTEC National in Sport ☐
- Sports Leader UK courses ☐
- Diploma Sport & Active Leisure ☐
- Other:_____ ☐

The impact of the 14-19 curriculum on PE

- What do you understand by the term 14-19 curriculum?

- What do you understand by the term 14-19 PE?

1) What does this school offer in PE within the 14-19 Curriculum?

i. When was this introduced?

ii. How did this come about in your school?

iii. What are the aims and purposes of 14-19 PE in your school?

2) What impact has 14-19 PE had?

i. What impact (if any) has 14-19 PE had on PE?

ii. What impact (if any) has 14-19 PE had on PE teachers?

iii. What impact (if any) has 14-19 PE had on pupils?

iv. What impact (if any) could 14-19 PE have on PE **in the future**?

v. What impact (if any) could 14-19 PE have on PE teachers **in the future**?

vi. What impact (if any) could 14-19 PE have on pupils **in the future**?

Appendix 2.4

FOLLOW UP QUESTIONS: **Quote interviewees' response, then.....**

Can you tell me what you ***mean*** by_____?

Can you tell me ***more*** about _____?

Can you ***explain*** _____?

Can you give me an ***example*** of _____?

Can you tell me ***why you think*** this?

Can you tell me how this ***came about***?

*What if I said to you.....! What do ***you think*** about that?

(.....Government policies / previous interviewee said / Research suggests....)

Processes ⇒	**Networks & power relations** ⇒	**Impact / Outcomes (now & future)**

Education for all – Social class / comprehensives	Government	Pathways - Gain jobs / further study Over-qualified?	Status of PE Soft option?
Needs of economy - Skilled workers	SLT	Academic v Vocational – "Gold standard"??	Popularity of exam PE – Why pupils choose PE?? Gender differential
Inclusion / Justice – Social mobility	Other teachers PE teachers	Participation / retention Poor achievement	Core PE time Levels PA?? / Obesity
Need for change / reform – BUT no coherent plan	Pupils	High drop-out rate @ 16 Disaffected pupils NEETS	Increased vocationalism – New Diplomas (SpAL)
	Parents	Raising leaving to 18	Change teachers role / Classroom teaching Academicization of PE
	Employers	Skills shortage PLTs / Key skills	Workload: Extra-Curr/use of coaches
	Universities		Teachers profession standing Careers / promotion
	Media		Levels subject knowledge Experience in industry ITTE / CPD?

Appendix 3

Interview schedule

Appendix 3.1

PARTICIPANT INFORMATION SHEET & INFORMED CONSENT FORM

(PhD study interviews)

Project focus: 14-19 PE

Thank you for showing an interest in this study. Please read all the information in this leaflet carefully. Then please consider whether you wish to take part in this study.

Participation in this study is completely voluntary. If you decide to take part, you will be asked to sign this form. If you decide that you do not wish to participate, then please appropriately discard this leaflet or hand it back to the researcher. Regardless of your decision, I thank you for your time.

What are the aims of the project?

The aim of the research is to explore the emergence and development of PE within the 14-19 curriculum, and also to explore the impact of such developments (if any) on the subject of PE, teachers of PE, and your secondary school pupils.

What will you be asked to do?

Procedures
If you agree to take part, you will be asked to participate in a face-to-face interview, which will normally take place in your school. This will take approximately 60 minutes, although the interview may be either shorter or longer in duration (dependent upon the responses given).

Risks and discomfort
It is not anticipated that there will any risk or discomfort as a result of taking part in this research study. However if you feel uncomfortable being part of the interview, you can withdraw at any time without explaining your reasons.

Safety
No specific safety precautions are necessary for this research project, other than those taken in normal day-to-day school life.

Benefits
Through taking part in this study, it will provide you with an opportunity to discuss and reflect upon the 14-19 PE provision in your secondary school. Also, by taking part, you will help to increase knowledge of the area being studied.

Can I withdraw from this study?

You can change your mind and decide not to take part at any time. If you decide to withdraw from the study, you do not have to give any reason for your decision, and you will not be disadvantaged in any way.

What information will be collected, and how will it be used?

The interview will be qualitative in nature (exploring your thoughts and feelings) and will be compared to other views. The interview will be recorded and analysed using qualitative thematic analysis procedures. This will then be written up as part of my PhD study and will be disseminated at an identified research conference and several peer-reviewed journal publications.

The findings of this study will not be linked to any specific person. Your anonymity is carefully guarded and I promise full confidentiality. A copy of the interview transcript may be given to you upon request. The primary data collected will be stored and then destroyed after the completion of the study, in keeping with the University approved procedures.

Statement by participant:

- I have volunteered to take part in this project
- I know I can withdraw at any time without being disadvantaged
- I am satisfied that the results will be stored securely
- I know that the results may be published, but they will not be linked to me
- I am aware of any possible risks and discomfort
- I agree to inform the researcher immediately if I feel uncomfortable
- I have had the chance to ask questions regarding the study
- I know that I will not receive any money for taking part

If you have concerns about any aspect of this study you should ask to speak to the researcher(s) who will do their best to answer your questions.

However, if you have further concerns and wish to complain formally about any aspect of or about the way you have been treated during the study, you may contact Professor Ken Green, at the University of Chester, on (01244) 513 424, or via email at k.green@chester.ac.uk.

I have read and understood this form. I agree to take part in the project focusing on 14-19 PE.

Signed (Participant): Date:

Signed (Witness): Date:

Appendix 3.2

PE teacher interviews **(Interview schedule)**

Date: **Time:** **Venue:**

Personal information:

Institution name: _____

Teacher name: _____

Teacher age: _____

Teacher sex: _____

Qualifications: _____

_____

Teachers' title / position: _____

Teaching duties / responsibilities: _____

_____

_____

Time in current school (Years): _____

Total years of teaching experience: _____

Total number of schools taught in: _____

Other teaching experiences: _____

Courses that you teach on:

- GCSE PE ☐
- A Level PE ☐
- BTEC First in Sport ☐
- BTEC National in Sport ☐
- Sports Leader UK courses ☐
- Diploma Sport & Active Leisure ☐
- Other:_____ ☐

FOLLOW UP QUESTIONS: Quote interviewees' response, then.....

Can you tell me what you *mean* by_____?

Can you tell me *more* about _____?

Can you *explain* _____?

Can you give me an *example* of _____?

Can you tell me *why you think* this?

Can you tell me how this *came about*?

*What if I said to you.....! What do *you think* about that?
(.....Government policies / previous interviewee said / Research suggests....)

The impact of the 14-19 curriculum on PE

- What do you understand by the term 14-19 PE?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Academic-voc divide ☐
"Gold standard" ☐
Pathways ☐
Skills ☐
Needs of the economy ☐
Social justice ☐
Over-qualified ☐

FOLLOW UP QUESTIONS: Quote interviewees' response, then.....

Can you tell me what you *mean* by_____?

Can you tell me *more* about _____?

Can you *explain* _____?

Can you give me an *example* of _____?

Can you tell me *why you think* this?

Can you tell me how this *came about*?

*What if I said to you.....! What do *you think* about that?

(.....Government policies / previous interviewee said / Research suggests....)

1) What does this school offer in PE within the 14-19 Curriculum?

GCSE PE	☐	*BTEC First in Sport*	☐	*Sports Leader UK*	☐
A Level PE	☐	*BTEC National in Sport*	☐	*Other:_____*	☐
		Diploma SAL	☐		

iv. When was this introduced?

_____

_____

_____

v. How did this come about in your school?

_____

_____

_____

_____

- Government ☐
- SLT ☐
- Teachers (PE) ☐
- Pupils ☐
- Parents ☐
- Employers ☐
- Universities ☐

vi. What are the aims and purposes of 14-19 PE in your school?

_____

_____

_____

_____

FOLLOW UP QUESTIONS: Quote interviewees' response, then.....

Can you tell me what you *mean* by_____?

Can you tell me *more* about _____?

Can you *explain* _____?

Can you give me an *example* of _____?

Can you tell me *why you think* this?

Can you tell me how this *came about*?

*What if I said to you.....! What do *you think* about that?

(.....Government policies / previous interviewee said / Research suggests....)

2) What impact has 14-19 PE had?

vii. What impact (if any) has 14-19 PE had on PE?

_____

_____

_____

_____

- Status of subject ☐
- Soft option? ☐
- Popular subject? ☐
- Core PE time ☐
- Vocationalism ☐

viii. What impact (if any) has 14-19 PE had on PE teachers?

_____

_____

_____

_____

- Workload ☐
- Classroom-based ☐
- Ex-Curr activities ☐
- Use of coaches ☐
- Promotion ☐
- Subject knowledge ☐
- ITTE ☐

ix. What impact (if any) has 14-19 PE had on pupils?

_____

_____

_____

_____

_____

_____

- Levels of PA ☐
- PLTs / Skills ☐
- Disaffection ☐
- Drop-out ☐
- Achievement ☐
- Employment / HE ☐

FOLLOW UP QUESTIONS: Quote interviewees' response, then.....

Can you tell me what you *mean* by_____?

Can you tell me *more* about _____?

Can you *explain* _____?

Can you give me an *example* of _____?

Can you tell me *why you think* this?

Can you tell me how this *came about*?

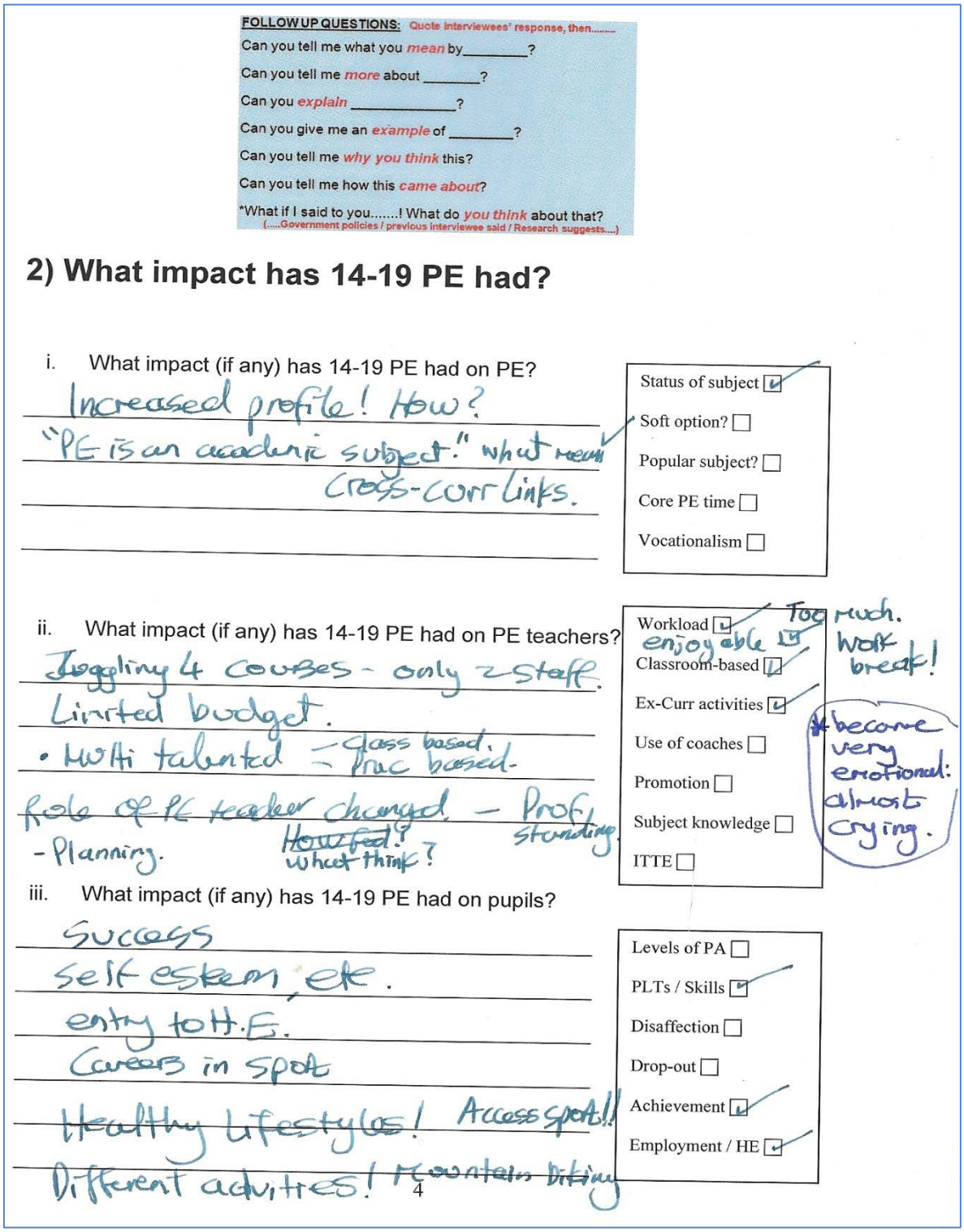
*What if I said to you.....! What do *you think* about that?

(.....Government policies / previous interviewee said / Research suggests....)

x. What impact (if any) could 14-19 PE have on PE, PE teachers and pupils **in the future**?

Appendix 3.3

Example of hand written notes generated during an interview (T33)



FOLLOW UP QUESTIONS: Quote interviewees' response, then.....

Can you tell me what you *mean* by_____?

Can you tell me *more* about _____?

Can you *explain* _____?

Can you give me an *example* of _____?

Can you tell me *why you think* this?

Can you tell me how this *came about*?

*What if I said to you.....! What do *you think* about that?
(.....Government policies / previous interviewee said / Research suggests....)

2) What impact has 14-19 PE had?

i. What impact (if any) has 14-19 PE had on PE?

Increased profile! How?
"PE is an academic subject." What mean
Cross-curr links.

- Status of subject ☑
- Soft option? ☐
- Popular subject? ☐
- Core PE time ☐
- Vocationalism ☐

ii. What impact (if any) has 14-19 PE had on PE teachers?

Juggling 4 courses - only 2 staff.
Limited budget.
• Multi talented - class based.
- Prac based.
Role of PE teacher changed. - Prof. standing.
- Planning. How fed? What think?

- Workload ☑ Too much. Work break!
- enjoyable ☑
- Classroom-based ☑
- Ex-Curr activities ☑
- Use of coaches ☐
- Promotion ☐
- Subject knowledge ☐
- ITTE ☐

* become very emotional: almost crying.

iii. What impact (if any) has 14-19 PE had on pupils?

Success
self esteem, etc.
entry to H.E.
Careers in sport
Healthy lifestyles! Access sport!!
Different activities! Mountain biking

- Levels of PA ☐
- PLTs / Skills ☑
- Disaffection ☐
- Drop-out ☐
- Achievement ☑
- Employment / HE ☑

4

Appendix 4

Quantitative analysis of interviewee responses

Appendix 4.1

Quantitative analysis of interviewees' responses (Percentage scores)

Key:

The numerical indicators used are defined as: a 'few' interviewees, meaning a small number (Oxford dictionaries, 2013) is 1% - 19% (n = 1-10); 'some' interviewees, meaning an unspecified number (Oxford dictionaries, 2013) is 20% - 49% (n = 11–25); 'half' of interviewees is 50% (n = 26); 'many' interviewees, meaning a large number (Oxford dictionaries, 2013) is 51% - 70% (n = 27-36); 'very many' interviewees is 71% - 90% (n = 37-47); 'almost all' of the interviewees is 91% - 99% (n = 48-51); and 'all' is 100% of the interviewees (n = 52).

PART 1: DEFINING 14-19 PE

Defining 14-19 curriculum / 14-19 PE

- Pupil learning

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	34	65%

- Pathways for pupils

	Number	Percentage score
Very many 71% - 90% of interviewees (n = 37-47)	46	88%

- Pupils making choices

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	23	44%

- Pupils developing life skills: wider educational benefits of 14-19 PE

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	23	44%

The aims and purposes of 14-19 PE in your school

- Providing **opportunities and qualifications**.....available for all pupils

	Number	Percentage score
Very many 71% - 90% of interviewees (n = 37-47)	41	79%

- Improving **'whole school' achievement**

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	25	48%

- **Pathways** into Higher Education and / or employment

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	29	56%

- **Keeping pupils physically active** (Healthy lifestyles)

	Number	Percentage score
Very many 71% - 90% of interviewees (n = 37-47)	37	71%

- Pupils developing **life skills**

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	25	48%

- Raising the **status of PE** in schools: An important 14-19 subject

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	27	52%

PART 2: THE EMERGENCE AND DEVELOPMENT OF 14-19 PE

What schools offer in PE within the 14-19 curriculum

- Equal status between academic and vocational pathways

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	20	38%

- *Unequal status between pathways: 'Academic has a higher status'*

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	28	54%

- *Unequal status between pathways: 'Vocational has a higher status'*

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	15	29%

- *Assessment methods (BTEC coursework can be manipulated)*

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	29	56%

- *Pupil progressions (BTEC students can struggle at university)*

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	25	48%

The development of 14-19 PE: How it came about in schools

- Developed through 'networks' of individuals and groups: Head of PE

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	16	31%

- Developed through ‘networks’ of individuals and groups: Director of Sport

	Number	Percentage score
Few 1% - 19% of interviewees (n = 1-10)	5	10%

- Developed through ‘networks’ of individuals and groups: PE teachers / the ‘PE team’

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	29	56%

- Developed through ‘networks’ of individuals and groups: School Sports Coordinators (SSCo)

	Number	Percentage score
Few 1% - 19% of interviewees (n = 1-10)	3	6%

- Developed through ‘networks’ of individuals and groups: Universities

	Number	Percentage score
Few 1% - 19% of interviewees (n = 1-10)	6	12%

- Developed through ‘networks’ of individuals and groups: Partnerships / Partners

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	18	35%

- Developed through ‘networks’ of individuals and groups: Parents

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	22	42%

- Developed through ‘networks’ of individuals and groups: Pupils

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	18	35%

- Developed through ‘networks’ of individuals and groups: Governments

	Number	Percentage score
Few 1% - 19% of interviewees (n = 1-10)	2	4%

- Influence of promoted PE teachers

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	14	30%

- PE teachers concerned for their pupils needs and development – ‘putting pupils first’

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	32	62%

- Headteachers and SMT support for 14-19 PE developments

	Number	Percentage score
Very many 71% - 90% of interviewees (n = 37-47)	37	74%

- 14-19 education - A competitive environment: Developed due to competition between schools

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	17	33%

- 14-19 education - A competitive environment: Developed due to competition in schools (between subject areas)

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	20	38%

- The impact of Sports College status

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	35	67%

- Developed to address poor pupil attainment and to improve school results

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	25	48%

PART 3: THE IMPACT OF 14-19 PE

The impact of 14-19 PE on the subject of Physical Education

- PE departments **'leading the way'** in 14-19 developments

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	30	58%

- Cross-subject links: PE and other subjects within 14-19 education

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	15	29%

- Raising the status of PE in schools

	Number	Percentage score
Very many 71% - 90% of interviewees (n = 37-47)	45	87%

- PE is seen as a strength - in and of schools

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	21	40%

- Raising the status of PE, as 'leading the way'

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	12	23%

- Raising the status of PE, as improving whole school results

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	31	60%

- *14-19 PE: Why bother?*

	Number	Percentage score
Few 1% - 19% of interviewees (n = 1-10)	4	8%

- *PE has a low status (in some cases)*

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	21	40%

- PE is.....about the physical development of pupils 'and' gaining qualifications for pupils

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	18	35%

- *PE is.....about the physical development of pupils – 'about doing'*

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	11	21%

- 14-19 PE will keep "moving forward" / continue to develop in the future

	Number	Percentage score
Very many 71% - 90% of interviewees (n = 37-47)	43	83%

The impact of 14-19 PE on PE teachers

- There is a changing role / **changing habitus** for PE teachers

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	33	63%

- Changing role / **changing habitus** for PE teachers: Impact on ITT and the need for a wider range of teaching skills

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	22	42%

- Changing role / **changing habitus** for PE teachers: PE teachers need a wider range of subject knowledge

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	31	60%

- Views on PE teachers teaching in a classroom: Positive opinions

	Number	Percentage score
Half 50% of interviewees (n = 26)	26	50%

- Views on PE teachers teaching in a classroom: *Negative opinions*

	Number	Percentage score
Few 1% - 19% of interviewees (n = 1-10)	8	15%

- An increase in PE teachers' levels of job satisfaction

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	15	29%

- Teaching 14-19 PE: PE teachers' workload

	Number	Percentage score
Very many 71% - 90% of interviewees (n = 37-47)	47	90%

- PE teacher's involvement in 14-19 PE is raising the quality of **Learning and Teaching in PE**

	Number	Percentage score
Very many 71% - 90% of interviewees (n = 37-47)	44	85%

- The development of PE teachers' **levels of employability**

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	27	52%

- Impact of 14-19 PE on PE teachers' involvement in **extra-curricular activities and School Sport:** *14-19 PE detracting from PE teachers' involvement: "something has to give"*

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	19	37%

The impact of 14-19 PE on pupils

- **Wider opportunities** for pupils

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	29	56%

- The development of 14-19 PE into Key Stage 3

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	29	56%

- *14-19 PE: Are pupils specialising too early?*

	Number	Percentage score
Few 1% - 19% of interviewees (n = 1-10)	4	8%

- *Gender related issues in 14-19 PE*

	Number	Percentage score
Some 20% - 49% of interviewees (n = 11-25)	11	21%

- 14-19 PE assists in increasing the ‘employability’ of pupils

	Number	Percentage score
Few 1% - 19% of interviewees (n = 1-10)	9	17%

- 14-19 PE leads to progression for pupils into Further and Higher Education

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	36	69%

- 14-19 PE used to engage and retain pupils in education

	Number	Percentage score
Very many 71% - 90% of interviewees (n = 37-47)	38	73%

- The development of **‘transferable’ key skills / life skills** in pupils through 14-19 PE

	Number	Percentage score
Many 51% - 70% of interviewees (n = 27-36)	34	65%

Appendix 5

Grounded theory primary data analysis: Writing memos

Appendix 5.1

Data analysis memo 1:

During the completion of the three pilot study interviews, a number of topics / themes started to stand out as it seemed that these themes were reported and repeated by each of the research participants. Moreover, upon inspection of the three interview transcripts, a number of consistencies and similarities were evident across the three interviews. These were identified as initial emerging themes from the data collected, for instance: the impact of being a Specialist Sports College; pupils demanding more opportunities; PE is seen as 'leading the way' in 14-19 developments; etc. (see chart: overview of findings and analysis of the pilot study). These themes were then explored in the following interviews within the main study.

Also, emergent themes that had not been considered initially were followed up with research participants within the main study, on the basis of data collected during the pilot study. For example, the identification of the influence of Headteachers and promoted PE teachers on the development of 14-19 PE, meant that new research participants needed to be added and included within the study e.g. Headteachers, members of secondary school SMT (coming from a PE background), and Heads of PE. This was evidence of the process of theoretical sampling within this study.

For ease of presentation, the themes were collated and presented as a chart (see appendix 5.2), which does follow the grounded theory principle of using 'diagramming' to present thinking and reflections as part of the data analysis process.

Appendix 5.2

Overview of findings and analysis of the pilot study

Defining 14-19 PE (inc: aims and purposes) The development of 14-19 PE		**Impact on PE teachers now**	**Impact on PE teachers in future**
Emerged through **PROCESSES** ●Historical ●Complex ●Blind social processes	Developed through **NETWORKS** of individuals and groups with the **POWER** to shape policy	Developments have **CONSEQUENCES** both **INTENDED** and **UNINTENDED** for teachers now	Developments might have **CONSEQUENCES** both **INTENDED** and **UNINTENDED** for teachers in the future
■Academic courses since the 1990s, but vocational courses over last 5 years. Diploma SAL since 2010 ■Now a wide range of opportunities / pathways for pupils in PE and sport ■Impact of Specialist Sports Colleges ■Senior management and 'league tables' driving the process of 14-19 PE development	■Promoted PE teachers are influencing the curriculum developments ■Head teachers (senior management) influencing uptake of Diploma SAL ■Pupils are demanding more opportunities	■PE is "leading the way" ■14-19 PE has raised the profile of PE in schools ■Negative impact on quality of PE provision in schools and PE teachers involvement in extra-curricular activities ■Increased job satisfaction for PE teachers....in spite of increased workloads ■PE teachers need greater subject knowledge and teaching skills ■Pupils achieving qualifications by end of KS3	■PE teachers levels of employability has increased ■14-19 PE leads to increase in pupil achievement, aspiration and motivation ■Pupil employability has developed due to enhanced key skills / life skills ■PE "always moving forward" and will "continue to develop"

Appendix 5.3

Data analysis memo 2:

Upon the completion of some of the interviews from the main study (that is, the first 12 interviews completed up to Summer 2010, when the schools closed for the summer holidays), a summary chart has been created in order to present the thinking and reflections on the data collected to date.

As can be seen, a number of emerging themes are beginning to stand out based on the data collected. For instance, the evidence of a changing habitus for PE staff, which means that PE staff are moving from the 'new orthodoxy' identified by Green (2001), to a 'new lived reality', whereby they generally positively accept their new role as teachers of core NCPE, alongside the delivery of various 14-19 PE-related qualifications. Again these themes will be explored and followed up in subsequent interviews to be completed within this study.

Again for ease of presentation, the themes have been collated and presented as a chart (see appendix 5.4) in the same format used for collating the reflections in the pilot study interviews. This follows the grounded theory principle of using diagramming to present thinking and reflections as part of the data analysis process.

Appendix 5.4

Overview of findings and analysis of the main study

Study originality: PE now has exams and qualifications, now an academic subject, which it has always been striving for (Green, 2008). Thinking sociologically, what is the impact (outcomes) for PE and teachers of PE? (***this is not known....thus a need for research***).

From a "new orthodoxy" to a 'new lived reality'

Defining 14-19 PE **The development of 14-19 PE**		**Impact now**	**Impact in future**
Emerged through **PROCESSES** ●Historical ●Complex ●Blind social processes	Developed through **NETWORKS** of individuals and groups with the **POWER** to shape policy	Developments have **CONSEQUENCES** both **INTENDED** and **UNINTENDED** for teachers now	Developments might have **CONSEQUENCES** both **INTENDED** and **UNINTENDED** for teachers in the future
■ **Changing habitus** (habits and structures) of PE teachers: 14-19 PE is now an **established and accepted part** of the role of 21st century PE teachers... from a 'new orthodoxy' to **a new lived reality** ■ **Changing habitus** (habits and structures) of PE teachers: 14-19 PE is viewed more positively by younger PE	■ Changing power relations in schools, as PE departments are now seen as a **'lead department'** ■ Changing power balances as teachers from other subjects go to PE teachers for 14-19 advice – PE is leading the way ■ **Promoted PE teachers**, operating in SMT, are now influencing 14-19 developments in schools: Evidence of shifting	■ 14-19 PE has **raised the profile** of the subject in schools, which is evidence of changing power relations ■ The rise of vocationalism in secondary schools: **PE leading the way** (as a vocationally orientated subject) ■ The process of PE has gone beyond the academic-vocational divide (e.g. BTECs replacing	■ **Aims of 14-19 PE**: Intended to increase participation in a healthy lifestyle (that is, see the content and focus of GCSE PE) ■ PE teachers have positive and negative perceptions of BTEC Sport. **+ve**: Varied assessments which is educationally sound, pupils achieve, improved exam results, SLT happy. **- ve**: work open to manipulation, lower

teachers than older PE teachers. This may in part be due to younger PE teachers experiencing 14-19 PE as a pupil...and thus having a more enthusiastic and empathetic view (T43). Also, older PE teachers remember the days of a more recreational and team focused approach to PE (which they valued, but is now diminished) (T35 & T47). ■ The theory of the process of the academicization of PE has moved on...from **examination PE** (academic focus) to **ACCREDITATION PE** (a range of quals) which is a development of the theory, as '14-19 PE' now constitutes vocational, leadership, WBL, Diploma options as well, not just academic pathways. ■ A complex process – not just one determining factor (many reasons identified), blind (unaware of consequences) and not through one group / individual / developmental process (especially last 10 years)	power relations between PE and school management. Promoted PE teachers are influencing curriculum developments in schools / further establishing 14-19 PE. ■ **Specialist sports college** status is having an impact on 14-19 PE developments (e.g. more money, greater focus on PE, more staff, PE leading whole school achievement), changing the status / power of PE departments in schools	GCSEs) ■ Increased pathway opportunities for young people in PE and sport ■ 14-19 teaching has led to an increased workload for PE teachers (marking, etc) which has impacted on their involvement with extra-curricular activities ■ Teachers intend 14-19 opportunities to allow pupils to be successful and achieve in something they enjoy ■ Teachers intend to offer 14-19 PE pathways to study, employment and a healthy lifestyle for young people, this is achieved through developing their skills and employability levels	status, unfair as increased points on school league tables e.g. one BTEC = 4 GCSEs, perceived as cheating the system. ■ Paradox – more PE qualification opportunities but less opportunities for physical activity! "PE sat down" ■ Younger PE teachers may be more enthusiastic and committed to 14-19 PE, as they experienced examination PE as a pupil themselves

Appendix 5.5

Data analysis memo 3:

It should be noted that the first version of the transcript collation template has been updated and reformed – based on a continuing process of analysis and reflection upon the primary data collected – meaning that subsequently themes/codes have been either merged, moved or renamed.

Therefore, this process of further analysing and collating the primary data from the interviews completed, has meant that I am really getting to know the data, but moreover, starting to see new relationships and meanings in the data, and how linking different sections together seems to make more sense.

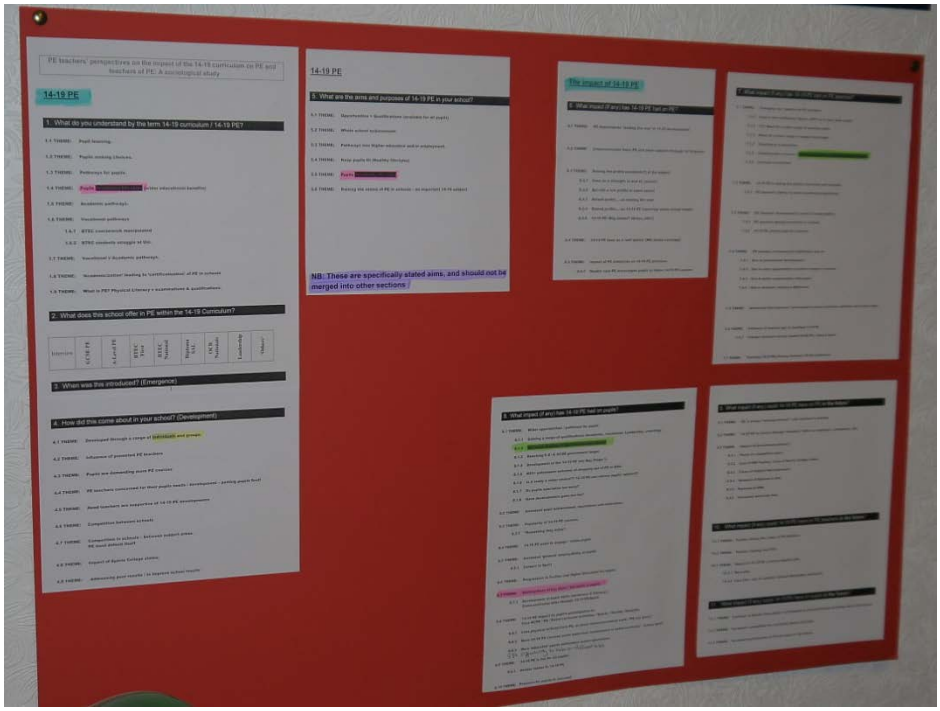
Consequently, this has meant that version one of the transcript collation template is now out of date, and needed to be amended. Therefore, a second transcript collation template (version 2) has been created for the analysis and collation of data from the remaining interview transcripts.

Furthermore, due to the principle that this template provided a clear representation of the emerging themes from the data, this was used in order to create a visual map of these emerging themes, in the form of a wall chart (see below). This was literally pinned to the wall, and used as a map in order to guide the process of data analysis and collation (i.e. when a quote was identified for use from an interview transcript, the map was used in order to ascertain which theme/section – that is the number-coded red text – the quote needed to be cut and pasted into).

Moreover, this template provides an updated overview of the emerging themes/concepts (number-coded red text), which have been identified in the data collected, via the process of

continuing reflection and evaluation of the data collated. Again, this is clear evidence of the fact that the emerging themes (red text) are rooted, or grounded in the primary data collected.

Wall chart of emerging themes used as a ‘map’ to aid data analysis and collation



Appendix 5.6

INTERVIEW TRANSCRIPT COLLATION TEMPLATE

14-19 PE

1. What do you understand by the term 14-19 curriculum / 14-19 PE?

1.1 THEME: Pupil learning.

1.2 THEME: Pupils making choices.

1.3 THEME: Pathways for pupils.

1.4 THEME: Pupils developing life skills (wider educational benefits)

1.5 THEME: Academic pathways.

1.6 THEME: Vocational pathways
- 1.6.1 BTEC coursework manipulated
- 1.6.2 BTEC students struggle at Uni.

1.7 THEME: Vocational v Academic pathways.

1.8 THEME: 'Academicization' leading to 'certificatization' of PE in schools

1.9 THEME: What is PE? Physical Literacy v examinations & qualifications.

2. What does this school offer in PE within the 14-19 Curriculum?

Interview	GCSE PE	A-Level PE	BTEC First	BTEC National	Diploma SAL	OCR Nationals	Leadership	'Others'

3. When was this introduced? (Emergence)

4. How did this come about in your school? (Development)

4.1 THEME: Developed through a range of individuals and groups

4.2 THEME: Influence of promoted PE teachers

4.3 THEME: Pupils are demanding more PE courses

4.4 THEME: PE teachers concerned for their pupils needs / development – putting pupils first!

4.5 THEME: Head teachers are supportive of 14-19 PE developments

4.6 THEME: Competition between schools

4.7 THEME: Competition in schools – between subject areas. PE must defend itself

4.8 THEME: Impact of Sports College status.

4.9 THEME: Addressing poor results / to improve school results

14-19 PE

5. What are the aims and purposes of 14-19 PE in your school?

5.1 THEME: Opportunities + Qualifications (available for all pupils)

5.2 THEME: Whole school achievement.

5.3 THEME: Pathways into Higher education and/or employment.

5.4 THEME: Keep pupils fit (Healthy lifestyles)

5.5 THEME: Pupils developing life skills

5.6 THEME: Raising the status of PE in schools – an important 14-19 subject.

The impact of 14-19 PE

6. What impact (if any) has 14-19 PE had on PE?

6.1 THEME: PE departments 'leading the way' in 14-19 developments

6.2 THEME: Cross-curricular links: PE and other subjects through 14-19 phase.

6.3 THEME: Raising the profile [academic?] of the subject
- 6.3.1 Seen as a strength, in and of, schools.
- 6.3.2 But still a low profile in some cases!
- 6.3.3 Raised profile.....as leading the way!
- 6.3.4 Raised profile.....as 14-19 PE improving whole school results
- 6.3.5 14-19 PE: Why bother? (Green, 2001)

6.4 THEME: 14-19 PE seen as a 'soft option' (NB: media coverage).

6.5 THEME: Impact of PE initiatives on 14-19 PE provision.
- 6.5.1 Quality core PE encourages pupils to follow 14-19 PE courses

7. What impact (if any) has 14-19 PE had on PE teachers?

7.1 THEME: Changing role / habitus for PE teachers
- 7.1.1 From a 'new orthodoxy' (Green, 2001) to a 'new lived reality'.
- 7.1.2 ITT: Need for a wider range of teaching skills.
- 7.1.3 Need for a wider range of subject knowledge.
- 7.1.4 Teaching in a classroom.
- 7.1.5 Teaching more courses = The 'new' Diploma in Sport and Active Leisure.
- 7.1.6 Increase in workload

7.2 THEME: 14-19 PE is raising the quality of learning and teaching.
- 7.2.1 PE teacher's 'ability' to teach vocational programmes

7.3 THEME: PE teachers' development in levels of employability
- 7.3.1 PE teachers gaining promotion in schools.
- 7.3.2 14-19 PE creates jobs for teachers.

7.4 THEME: PE teachers increased job satisfaction due to:
- 7.4.1 Due to professional development
- 7.4.2 Due to more opportunities to teach a range of courses.
- 7.4.3 Due to better relationships with pupils
- 7.4.4 Due to teachers 'making a difference'

7.5 THEME: Detracting from teachers' involvement in extra-curricular activities and school sport.

7.6 THEME: Influence of teacher age in teaching 14-19 PE
- 7.6.1 Younger teachers having studied GCSE PE, value it more!

7.7 THEME: Teaching 14-19 PE: Putting teachers off the profession

8. What impact (if any) has 14-19 PE had on pupils?

8.1 THEME: Wider opportunities / pathways for pupils
- 8.1.1 Gaining a range of qualifications (Academic, vocational, Leadership, coaching)
- 8.1.2 The 'new' Diploma in Sport and Active Leisure
- 8.1.3 Reaching 5 A*-C GCSE government target
- 8.1.4 Development of the 14-19 PE into Key Stage 3.
- 8.1.5 KS3= unforeseen outcome of dropping out of PE in KS4.
- 8.1.6 Is it really a wider choice?? 14-19 PE can narrow pupils' options?!
- 8.1.7 Do pupils specialise too early?
- 8.1.8 Have developments gone too far?

8.2 THEME: Increased pupil achievement, aspirations and motivation.

8.3 THEME: Popularity of 14-19 PE courses.
- 8.3.1 "Something they enjoy".

8.4 THEME: 14-19 PE used to engage / retain pupils

8.5 THEME: Increased 'general' employability of pupils
- 8.5.1 Careers in Sport

8.6 THEME: Progression to Further and Higher Education for pupils.

8.7 THEME: Development of key skills / life skills in pupils
- 8.7.1 Development of basic skills / Cross-curricular links through 14-19 PE/Sport.

8.8 THEME: 14-19 PE impact on pupil's participation in: Core NCPE / PA / Extra-curricular activities / Sports / Healthy lifestyles
- 8.8.1 Less physical activity/Core PE, as more classroom-based work: "PE sat down"
- 8.8.2 More 14-19 PE courses could mean less involvement in extra-curricular / school sport
- 8.8.3 More 'educated' sports performers and/or spectators:
- 8.8.4 Opportunity to take on different roles (not just performer)

8.9 THEME: 14-19 PE is not for all pupils!
- 8.9.1 Gender issues in 14-19 PE

8.10 THEME: Pressure for pupils to succeed

9. What impact (if any) could 14-19 PE have on PE **in the future**?

9.1 THEME: PE is always "moving forward" / will continue to develop

9.2 THEME: 14-19 PE to survive through 'networks' (links to employers, community, etc)

9.3 THEME: Impact of Government policies?
- 9.3.1 Focus on competitive sport
- 9.3.2 Loss of SSP funding / Loss of Sports College status
- 9.3.3 Focus on English Baccalaureate

9.3.4 Removal of Diploma in SAL
9.3.5 Removal of EMA
9.3.6 Increased university fees

10. What impact (if any) could 14-19 PE have on PE teachers **in the future**?

10.1 THEME: Further raising the status of PE teachers

10.2 THEME: Teacher training and CPD

10.3 THEME: Impact of 14-19 PE on future teacher jobs
10.3.1 More jobs
10.3.2 Less jobs / use of coaches instead (Doomsday scenario?)

11. What impact (if any) could 14-19 PE have on pupils **in the future**?

11.1 THEME: Continue to detract from pupils' involvement in extra-curricular activities and school sport.

11.2 THEME: Increased competition for university places and jobs.

11.3 THEME: Increased participation in PA and sport in the future.

Appendix 5.7

Data analysis memo 4:

At this stage of the study, I have been involved in the process of reading, analysing and then collating the relevant/key quotes from each interview transcript (n = 52), and copying these into a transcript collation template. During this process, it was pertinent to start to bring together the quotes from each transcript collation template (n = 52), under the common headings / themes used (number-coded red text). It quickly became evident that this process could not be contained within one word document, due to the ever increasing size of the lists of quotes being created under each theme/heading (the number-coded red text). Therefore, separate documents were created for each emerging theme.

An inspection of the titles for each of these documents does provide another overview of the key emerging themes identified, at this stage, in the data collation and analysis process. Also, again, this is evidence of the principle that the themes and theories emerging from this study are clearly grounded in the empirical data generated for this study. It should also be noted that the separate documents created for each emerging theme were gathered together in order to create a data collation document. This folder provided a complete overview of the finished analysis and collation process, which involved identifying and copying relevant quotes from all the interview transcripts, and collating these under emerging themes using the transcript collation template, and then drawing these together into separate themed documents. It should also be noted that this document / folder was actually updated four times as a consequence of further reflection and evaluation during data analysis completed when starting to work on the findings chapter. When attempting to identify one key quote for inclusion in the findings chapter, to be taken from the separate collation documents/data folder, it was noted that there was a need to further move, merge or rename previously identified emerging themes. Again, this was completed as the new themes made more sense, and could be seen to logically come together.

Appendix 5.8

Emerging themes collation documents

- Theme 1 - What is 14-19 PES
- Theme 1.1 - Pupils learning
- Theme 1.2 - Pathways for pupils
- Theme 1.3 - Developing life skills
- Theme 2 - Purposes of PES
- Theme 2.1 - Opportunities
- Theme 2.2 - Whole school achievement
- Theme 2.3 - Exit routes
- Theme 2.4 - Keep pupils fit
- Theme 2.5 - Developing life skills
- Theme 2.6 - Status of subject
- Theme 3 - What schools offer
- Theme 3.1 - Academic pathways
- Theme 3.2 - Vocational pathways
- Theme 3.3 - Comparing Acad & Voc
- Theme 3.4 - Academicization
- Theme 3.5 - What is PE
- Theme 4 - When introduced
- Theme 5 - How come about
- Theme 5.1 - Range of individuals
- Theme 5.2 - Promoted PE teachers
- Theme 5.3 - Concerned teachers
- Theme 5.4 - Headteachers
- Theme 5.5 - Competitive environment
- Theme 5.6 - Sports College Status
- Theme 5.7 - Other PE initiatives
- Theme 5.8 - Address poor results
- Theme 5.9 - Government policies
- Theme 6 - Impact on PE
- Theme 6.1 - PE leading way
- Theme 6.2 - Cross subject links
- Theme 6.3 - Raising profile
- Theme 6.4 - Soft option
- Theme 6.5 - Always moving forward_future
- Theme 6.6 - Survive through networks_future
- Theme 7 - Impact on teachers
- Theme 7.1 - Changing habitus
- Theme 7.2 - Quality of L&T
- Theme 7.3 - Teacher employability
- Theme 7.4 - Detract from Ex-Curr
- Theme 7.5 - Influence of teacher age
- Theme 7.6 - ITT & CPD_future
- Theme 7.7 - Jobs in the_future
- Theme 8 - Impact on pupils
- Theme 8.1 - Wider opportunities
- Theme 8.2 - Creating pathways
- Theme 8.3 - Increased aspiration & motivation
- Theme 8.4 - Key life skills
- Theme 8.5 - Impact on PA
- Theme 8.6 - Pressures on pupils_future
- Theme 8.7 - Impact on PA_future

Appendix 5.9

Data analysis memo 5:

The final stage of data analysis, and the search for emerging themes grounded in the primary data, involved the sifting of quotes to be used within the findings chapter of the study.

This process of constructing the findings chapter, involved reading every emerging themes collation document from within the data folder and identifying the most appropriate quotations to be utilised. The challenge was to find one key quote for each emerging theme, to be included in the findings chapter (this proved somewhat of an impossible task, as rather than finding just one quote, more themes were emerging within each emergent theme – what I called 'themes within themes', which were highlighted in blue).

Therefore, this process led to the identification and formulation of a new series of emerging themes (highlighted in yellow) and the further principle of the identification and formulation of themes within themes (highlighted in blue).

This stage marked a key point in the analysis, collation and evaluation process of the primary data, as through constructing the findings chapter, which involved re-reading the collated data, and consequently identifying new emerging themes and themes within these themes. This led to a point whereby it was felt that the data was in an appropriate state (and order) that effectively and accurately reflected both the views and opinions of the research participants shared during the interviews, and also clearly presented the emerging themes and theories that had been identified, that is grounded in the primary data collected.

Appendix 5.10

PART ONE: Defining 14-19 PE

5.1 Defining PE within the 14-19 curriculum

correct terminology

not a simple undertaking

- an important undertaking
- in its most basic form

5.1.1 It is about pupils learning

pupils learning

- individual learning needs
- the preparation of young people for the world of work

5.1.2 It is about providing pathways for pupils

pathways for pupils

- both vocational and academic pathways
- pathways allow pupils to progress and achieve
- pupils will benefit
- It's good, it's important

pupils making choices

- pupils who do make the choice
- pupils that enjoy the subject
- kids who may not be particularly talented at performing
- think it's a doss
- pupils do not have a choice

5.1.3 It is about pupils developing life skills

pupils developing life skills

- wider educational benefits
- an impact for later life
- the context which schools are operating
- not just about studying the subject
- due to the very nature of 14-19 PES

5.2 The aims and purposes of 14-19 PE in schools

5.2.1 Providing opportunities for all pupils

provide opportunities

“it’s about qualifications”

about allowing pupils to “undertake qualifications in sports”

get the pupils the grades

we hit all kinds of pupils

that’s why we are in this profession

5.2.2 Improving ‘whole school achievement’

to increase attainment really

we tended to use the PE and sport as a sort of catalyst

impact on other areas across the school

first and foremost its exam results

5.2.3 Providing ‘exit routes’ for pupils

pathways into Further and Higher Education and / or employment

a gateway to their next level of learning

to make them more marketable for employers

the principle of promoting pathways to their pupils

go onto sport-related industries and jobs

5.2.4 Keeping pupils physically active

provides pupils with the knowledge with which to lead a healthy life

improve the level of physical activity

more participation at 14-19

pupils are more active and physically competent due to completing 14-19 PES qualifications

the health of the nation

a big part of our job is to make children aware of their healthy lifestyle

5.2.5 Developing life skills in pupils

such as

“preparing them for life”

5.2.6 Raising the status of Physical Education in schools

PE is an important subject within the 14-19 curriculum

“raise the profile of the PE department”

more rigorous side to PE teaching

PART TWO: The emergence and development of 14-19 PE

5.3 What schools offer in PE within the 14-19 curriculum

a wide variety and range of qualifications

why schools even bother to offer 14-19 PES opportunities

5.3.1 An academic pathway through 14-19 PE

academic options

'academic' was defined

prevalence of a 'practical element'

Such a pathway was seen as important

advantages of an academic pathway

has a high status

disadvantages of an academic pathway

sitting examinations

5.3.2 A vocational pathway through 14-19 PE

vocational options

some teachers' views towards this pathway

'vocational' was defined

for "someone that is very good hands-on"

In delivering vocational qualifications

the type of work they do is different

seen as important

get the kids up to the next level

vocational courses are becoming more popular than academic courses

other opportunities within the sporting field

advantages of following a vocational pathway

vocational qualifications suit our pupils better

if you're not good at exams, it's a more viable route

"it is less stressful for the children"

A focus on coursework was seen as an advantage

skills that they develop

disadvantages of following a vocational pathway

coursework based

took away the practical

perceived inability of pupils to retain information

issues relating to assessment methods and procedures

BTEC courses could be manipulated

there's loopholes!

teachers can help pupils with their coursework

pressure coming down from up above

getting qualifications, that shouldn't really be getting

not testing their academic ability

'cutting and pasting'

"there's no way I would have somebody - let's just say manipulating the figures to suit"

The only difference is the staff have more control

issue of pupil progression

such qualifications may not be accepted as an entry requirement into some universities

struggle at university'?

5.3.3 Comparisons between academic and vocational pathways in the 14-19 curriculum

a divide between the two

disparity between parents, students and teachers

perceptions of some teachers towards the two pathways

BTEC was equivalent to 4 GCSEs

equal status between the two pathways

not everyone's academic

perceptions have changed

the content of the courses are the same

two courses running alongside each other

additional qualifications were offered through PE departments

PE departments offered qualifications in related areas

5.3.4 The process of the 'academicization' of Physical Education

'academicization' of Physical Education

- academic nature of the subject
- not purely about 'examination PE'
- moved through a development process
- historically a focus on 'academic pathways'
- some dissatisfaction with such a system
- a wider choice should be available for pupils
- moved towards "the vocational route
- vocational pathways actually replacing the traditional academic choices
- students haven't been performers
- removed the academic pathway
- unease regarding the rise of vocationalism in their schools
- academic pathways were being reintroduced
- now running both pathways side by side

'**what is Physical Education**'

physical development of pupils 'and' gaining qualifications

- PE in schools is about both physical development and the attainment of qualifications
- it's really good actually
- they're getting a qualification
- if PE is not about completing courses, then PE can consist of a less structured experience
- the importance of 14-19 PES
- educating of young people about how to lead a healthy lifestyle
- negative perceptions due to the development of PE into the realms of 14-19 accreditation

Physical Education should be more about 'physicality'

- "it has to be active"
- actively sort to move away from such a focus
- detracted from the delivery of High Quality PE
- some teachers questioned the actual need for qualifications

- so much PE done sat down
- mainstream sport is starting to suffer

done begrudgingly

- appeared to be an acceptance (if somewhat reluctantly for some)
- PE teachers still appear to be somewhat unsure of these developments

5.4 The emergence of 14-19 PE: The introduction of courses and qualifications

academic qualifications

vocational provision

some fairly recent developments

- these developments are here to stay

extend these developments into Key Stage 3

unforeseen outcomes for PE departments

- detrimental effect on our numbers at Key Stage 4
- due to completing courses in Year 9, pupils “felt like they were going to miss out on normal core lessons
- following a narrow range of subject areas, it was actually narrowing the 14-19 curriculum for pupils
- 14-19 PES meant that pupils are specialising too early

5.5 The development of 14-19 PE: How it came about in schools

5.5.1 Developed through networks of individuals and groups

5.5.1.1 The influence of Headteachers and Senior Leadership Teams (SLT)

Headteacher

Senior Leadership Team (SLT)

- (SLT) in secondary schools were (and are) very supportive

5.5.1.2 The influence of staff in PE departments

Head of the PE department

PE teachers

Director of Sport

School Sports Co-ordinator (SSCo)

promoted PE teachers

5.5.1.3 The influence of external partners

partnerships

- ‘sharing good practice’

parents

5.5.2 Developed through a focus on meeting the needs of pupils

the role that pupils had played

- demand was there by the students
- aware of what is going on in other schools
- pupils now had more power

meet their pupils' needs

address poor pupil attainment

- strive for even better results
- wouldn't get the A-C in Maths, English and Science, but they will get it through PE
- justification for the expansion of vocational pathways

5.5.3 Developed within a competitive environment

- maintain the pupil numbers

"**competition from other schools**"

competition in schools (between different subject areas)

- not always universally accepted

we're more popular

options to carry on a subject which they enjoy

5.5.4 Developed through initiatives – The impact of Sports College status

taking the lead

- under pressure to develop things
- all pupils were to obtain a PE-related qualification
- it's not an option
- the aim is to improve whole school standards
- sport is used to improve the standards in every subject
- Sports College status can bring challenges

impact of the loss of Sports College status

5.5.5 Developed through Government interventions and policies

- school league tables and targets

14-19 curriculum reforms

- reform of academic qualifications
- English Baccalaureate (EBacc) qualification
- the reform of vocational qualifications
- Diploma courses

14-19 curriculum developments in the future

PART THREE: The impact of 14-19 PE

5.6 The impact of 14-19 PE on the subject of Physical Education

5.6.1 Raising the status of PE in schools

A number of factors

- it came with the qualifications
- "GCSE and A-level courses gave PE a lot of kudos"
- BTEC courses have added to that profile
- "the sport area is one of our strengths"
- the lead department in school
- professionalise the subject
- new initiatives across the school
- the first - faculty to introduce vocational qualifications
- whole school results
- more cross-curricular links

actually PE may not be 'leading the way'

- other subject areas may now be seen to be 'catching up' in respect of 14-19 developments

still viewed in low regard

a 'soft option'

- "it's a historical perception"
- did understand the perception of 14-19 PES as a 'soft option'
- the influence of universities in creating the perception
- they were annoyed by the perception
- it's ignorance
- 14-19 PES is challenging for pupils
- the theoretical aspects of the qualifications
- that view is slowly going

5.6.2 The impact of 14-19 PE on the subject of PE in schools in the future

14-19 PE will continue

14-19 PE will keep 'moving forward'

5.7 The impact of 14-19 PE on PE teachers

5.7.1 Further changing the (rapidly) developing role for PE teachers, and as a consequence, their habitus

moving from a 'new orthodoxy' to a 'new lived reality'

positive acceptance

in somewhat less positive terms

PE teachers attitudes towards 14-19 PES did vary dependent upon their age

some 'older' PE teachers can hold negatives views towards 14-19 PES

it just seemed stagnant

definitely becoming an area for enthusiastic younger people

but they're not adverse to it

older PE teachers did not have the chance to gain a qualification in PE when they were at school

younger PE teachers actually did have the opportunity to gain qualifications in PE when they were at school

younger PE teachers have a positive perspective of 14-19 PES

they are very aware of [14-19 PES]

"they had been trained in it"

younger PE teachers can lack experience and knowledge in respect of the delivery of 14-19 PE

because of the positive experience I had with the subject

involvement in 14-19 PES could assist them in 'moving on' from teaching practical PE in the latter part of their teaching careers

5.7.1.1 A changing status for PE professionals in secondary schools

increased the status of the PE teacher

raised the profile of the PE department

perceived as role models within the 14-19 curriculum

"**improved the teaching and learning**"

Adding to the increasing status of PE staff in secondary schools

"highlighted teaching styles and learning styles"

14-9 curriculum for PE has massive potential, providing that staff deliver it in the nature that it's intended

Things have changed regarding the standard of teaching and learning in PE

"we've set the standard in terms of teaching and learning in the school"

"going into other departments and raising the standard of teaching and learning"

Wanting to use us to raise standards across the school

We could be spreading ourselves so thin, that we don't actually teach quality PE

Develops skills

Still experience negative opinions

5.7.1.2 Changing demands on PE professionals in secondary schools

met with a certain amount of concern

increased workload

due to the success of 14-19 PES

swamps up so much of my time

"really hard work"

more planning and preparation

time and effort to produce these resource materials

changed the specification again

the teaching of vocational qualifications

attempting to fulfil what was perceived to be the 'old' and the 'new' role of PE teachers

PE professionals appeared to accept these developments

had an effect on extra-curricular activity

my extra-curricular is going

not as much extra-curricular going on

could place PE staff in a difficult position

we've got less people willing to give up free time

I think it's sad

extra-curricular is still massive for us

PE professionals value their involvement in extra-curricular activities

so we now have to balance both

something will have to give

need to be more strategic

It's manageable at the minute

"work/leisure balance is wrong"

various strategies were being utilised by PE staff

"the balance is hard to find"

we have got to be careful

"it has got to the stage where it's like, it's just too much"

putting PE teachers off the PE profession

specialised theory teachers in your [PE] department

"could put people off coming into the profession"

might affect the type of people who actually apply to be a PE teacher

subject knowledge of the teacher

there's much more to teaching than that now

increase in demands on what's expected of PE teachers

it is widening my knowledge

deliver a 'second subject'

the initial teacher training (ITT) of PE teachers

teach in a classroom

positive opinion towards teaching in a classroom

On a more practical level

PE teachers are confident in teaching in a classroom

has impacted on how people perceive the subject

good for pupils

portray less positive opinions regarding teaching in a classroom

having a negative effect

PE teachers teach less practically-based core PE curriculum lessons

do more theory than they do practical

not classroom trained teachers

concerns existed regarding the ability of PE teachers to deliver 14-19 PES qualifications

concerns regarding the teaching of vocational sport programmes

perceived lack of 'real world' work experience

amount of time spent in a classroom

"it doesn't have to be classroom-based"

apply the theory into the practical

5.7.1.3 A changing working environment for PE professionals in secondary schools

an increase in their levels of job satisfaction

it's given me some brilliant opportunities

opportunities for CPD

involved in teaching a range of courses and qualifications

Diploma in Sport and Active Leisure

creation of better relationships with their pupils

'making a difference' for their pupils

development of their levels of employability

"it makes us so much more sellable"

create this big CV

progress onto another job

development as teachers has improved

"allowed the staff to.….gain more experience"

diversifying the skills set of PE teachers

I do want to experience new courses

if PE staff lacked 14-19 PES experience

there'd be redundancies

it's a job

a little bit of security" (T21)

helping them to gain promotion in secondary schools

Opportunities for promotion within the PE department

A lot of the people who are in the senior management team seem to come from PE

Because of the skills set and communication skills that PE teachers have, a lot of PE teachers do move onto senior positions

"staff use it as a springboard"

Given the PE staff the opportunity to demonstrate what they can do

Directly attributed this promotion (within seven years) to the fact that the opportunities that I've been given within [14-19] PE

A lack of 14-19 experience would put them at a disadvantage in regards to gaining promotion

PE staff do not become 'old' PE teachers, as they can gain promotion

I can stay in the subject for longer

Has increased jobs

PE staff are able to diversify into other areas

5.7.2 The impact of 14-19 PE on PE teachers in the future

the initial training (ITT) of PE teachers in the future

school-based work experience

the impact of the course of study offered at universities

future employment opportunities for PE staff

creation of more jobs for PE teachers

PE staff may face uncertain job prospects

increasing use of sports coaches in secondary schools

quality might improve

it doesn't have to be just the teachers

sports coaches could assist with the delivery of 14-19 PES in secondary schools

in regards to the use of sports coaches in secondary schools, a note of caution was evident

A lot of teachers wouldn't like the fact that their practical time was being taken off them for other people

We maybe could become more theory based

A coach and a teacher are two different roles

There will be less jobs available if coaches are coming in

5.8 The impact of 14-19 PE on pupils

5.8.1 Wider opportunities for pupils

14-19 curriculum has allowed them new opportunities

more choice

14-19 PES has provided pupils with a diverse range of opportunities

PE staff were most complimentary regarding the opportunities available now to secondary school pupils through 14-19 PES

They've got an option of accreditations

do they need five qualifications out of PE?

it's broadened the amount of qualifications pupils can gain

A continually developing process, as teachers look to keep providing 'even more' courses for pupils

Diploma" (T3) in Sport and Active Leisure [SAL]

14-19 PES "opened up a lot of avenues"

provided clear pathways

their career choices, it was "tending to be sport-related careers"

they want to be a professional sportsman

I want to be a PE teacher

it's not just PE teaching

there's a lot more careers

"but not just sport"

"they can do other things"

it increases the employability of their pupils

progression for pupils into Further and Higher Education

opting to stay on to further education

going to university

sport-related degree courses

such opportunities were important

Is university is the right place for everybody?

5.8.2 Increasing pupil motivation, pupil aspirations and pupil achievement

PE is a big motivator for pupils

With 14-19 PES, long established issues in PE (which are an indicator of low motivation levels towards the subject) are being addressed

Raises aspirations across all our students

Increased and improved their attainment

Transferable skills that can be put into any profession

it does have quite a big impact on their personal development

they're learning loads of different skills

participation in 14-19 PES develops skills and abilities in pupils

vocational courses "offers them so many opportunities

PE is absolutely paramount

"all of those skills we encompass within PE"

"I think it's the leading subject on that"

develops more skills than any other subject in school

is it solely to do with PE? Probably not!

skills that they gain from PE that they can then use in other subjects

"a lot of things you learn in sport, you need for life"

"preparing them for life at work"

attain the Government target of five good GCSE qualifications

the delivery of the Level 2 BTEC in Sport

attaining qualifications through 14-19 PES, but were not as successful in other subject areas

14-19 PES, "gets used as a motivator and it helps them to be engaged with other subjects as well"

pressure being exerted onto pupils – from themselves and also from their schools - in order to succeed and gain qualifications

the number of qualifications that pupils can attain, has gone too far

14-19 PE can be used to engage and retain pupils in education

"a lot of them couldn't wait to get out of school"

"sport is a great tool and it keeps kids in education"

PE and the 14-19 curriculum - allows us to have a big hand in driving the students

the positive attitude of their pupils towards PE in schools

"it engages our kids, our kids enjoy PE generally"

they are more likely to take that up as a future qualification

they're wanting to continue in education, within sport-related courses

I fear for the 16 year olds

raise the school leaving age [ROSLA] to 18 years of age

14-19 PES opportunities can be specifically used to engage lower ability pupils

gender related issues around 14-19 PE

rooted in the PE experiences of girls in Key Stage 3

14-19 PES "was male dominated

"it used to be more male orientated…but more females have found it"

the girl's side of PE is increasing each year

the girls particularly like the coursework-based approach

they are probably a lot more aware of what is involved

they know they're going to be taught by a female PE teacher

A number of strategies that were being utilised in order to foster girls' participation in 14-19 PE

The lads aren't very strong theory wise, but the girls are

not for every child

if they don't enjoy it, they're not going to do it [14-19 PES]

the [academically] strongest students don't choose PE

there are pupils that are really, really able and very academic, that choose PE

realising that it is actually hard work

There is no point putting children through a GCSE qualification in PE, when they have no interest in it

The pupils that select 14-19 PE courses have a desire to do PE

tend to represent the school in sport

generally very good at PE

14-19 PES is not just for gifted sports people

we're surprised sometimes about the children that pick it

there's something for everyone

5.8.3 Impact on pupil involvement in physical activities

involvement in 14-19 PE can increase the levels of physical activity in pupils

If they weren't doing the qualification, then they wouldn't be doing as much PE as they are doing

It actually kept a lot of them engaged in core PE

they generally do a range of activities

14-19 PES "has improved their enjoyment in sport"

we try to encourage those to take up more extra-curricular

There seems to be a little bit of a drop in extra-curricular

they'd be involved anyway

Do two hours a week, regardless of if they've picked it for their options or not

involvement in 14-19 PE can decrease the levels of physical activity in pupils

Delivered through core PE time rather than option time

Within their normal two hours of PE, they can take up an academic qualification

It should be their PE time

The provision of vocational sport courses is specifically having an impact in decreasing levels of physical activity

It's not just about practical sports

PE done sat down

We will end up just talking about it [PE], rather than actually doing it

such a setting created "a bit of a conflict and an issue

Keep that balance right between practical and theory

In discussing the impact of 14-19 PES on levels of physical activity, the PE professionals in the study attempted to convey the views of their pupils

more 'educated' sports performers and/or spectators through involvement with 14-19 PE opportunities to take on different roles

performer, coach or analysing official, administrator, refereeing", young leaders"

may not be David Beckham but they might be Alex Ferguson

due to developments in the GCSE PE specification

Give pupils the opportunity to specialise, in whether they want to be a performer, or a leader or an official

You're more likely to get a career out of sport through being an official or a leader

the experience of leadership

the leadership qualities you get from it

“that’s great, brilliant. I think it’s really good”

the most amazing role model

increased the number of volunteer leaders

Focusing on pupils taking on different roles within 14-19 PES, this is changing how PE is delivered in secondary schools

5.8.4 The impact of 14-19 PE on pupils in the future

“there will always be the kids picking the subject”

make sure we’re giving them opportunities

I think their opportunities for employment and for future education will continue

there’s so much pressure on children now because there’s so few jobs

continue to impact on pupils’ levels of physical activity

Appendix 6

14-19 PE statistical information

Appendix 6.1

Number of pupils selecting GCSE PE and A-Level PE qualifications

(1994 – 2014)

Year	GCSE PE (Level 2) [all exam boards]	GCE A-Level PE (Level 3) [all exam boards]
1994	57,425	6,154
1995	68,114	8,244
1996	82,215	10,358
1997	87,199	13,150
1998	90,876	15,395
1999	99,738	16,608
2000	102,673	17,322
2001	110,345	16,716
2002	116,135	17,140
2003	121,932	19,231
2004	134,134	19,589
2005	144,194	20,126
2006	152,826	21,834
2007	*155,625	21,765
2008	149,068	* 22,340
2009	136,631	21,672
2010	127,017	20,612
2011	108,369	19,344
2012	101,580	16,896
2013	104,895	14,441
2014	112,971	12,760

*Peak in student numbers

[Source: JCQ, 2014a]

[Source: JCQ, 2014b]

Appendix 6.2

Top 15 GCSE subjects (based on number of pupil completions)

2004			2014		
1	Maths	741,682	1	Mathematics	736,403
2	English	708,160	2	English	515,575
3	English Literature	576,562	3	English Literature	478,575
4	Science: Double award	527,017	4	Science	374,961
5	Design & Technology	437,403	5	Additional Science	323,944
6	French	318,095	6	Religious Studies	282,099
7	History	230,688	7	History	256,179
8	Geography	227,832	8	Geography	225,149
9	Art	211,724	9	Design & Technology	213,629
10	Religious Studies	141,037	10	Art and Design subjects	191,398
11	**Physical Education**	**134,134**	11	French	168,042
12	German	122,023	12	Biology	141,900
13	Drama	100,059	13	Chemistry	138,238
14	ICT	98,833	14	Physics	137,227
15	Business Studies	94,316	**15**	**Physical Education**	**112,971**

[Source: JCQ, 2014a]

Appendix 6.3

Top 15 A-Level subjects (based on number of pupil completions)

2004			2014		
1	English	81,649	1	Mathematics	88,816
2	General Studies	58,316	2	English	85,336
3	Mathematics	52,788	3	Biology	64,070
4	Biology	52,264	4	Psychology	54,818
5	Psychology	46,933	5	Chemistry	53,513
6	History	43,790	6	History	52,131
7	Art and Design	38,989	7	Art and Design subjects	44,922
8	Chemistry	37,254	8	Physics	36,701
9	Geography	34,215	9	Geography	33,007
10	Business Studies	32,253	10	Sociology	30,594
11	Physics	28,698	11	Media/Film/TV Studies	28,497
12	Media Studies	26,894	12	Business Studies	26,745
13	Sociology	25,571	13	Economics	26,612
14	**Sport / PE studies**	**19,589**	14	Religious Studies	24,213
15	Expressive Arts	17,831	15	General Studies	23,884
16	Economics	17,762	16	Mathematics (Further)	14,028
17	Technology subjects	17,261	17	Political Studies	13,761
18	ICT	16,106	18	Design & Technology	13,691
19	French	15,149	19	Drama	13,080
20	Religious Studies	14,418	**20**	**Physical Education**	**12,760**

[Source: JCQ, 2014b]

Appendix 6.4

Number of pupils completing Level 2 BTEC First qualifications per subject (2012 – 2014)

BTEC First courses	2012-2013	2013-2014
Science	103,417	113,304
Sport	89,206	73,011
Business	44,890	40,328
Performing Arts	49,443	39,459
Health & Social Care	34,270	32,946
ICT	32,341	32,910
Art and Design	34,091	24,819
Media	19,224	16,509
Engineering	16,035	16,029
Public Services	15,213	11,694
Construction	9,478	9,410
Travel and Tourism	10,118	9,095
Land based	6,290	5,981
Early Years	6,482	5,138
Hospitality and Catering	5,908	3,369
Hair and Beauty	493	452
Transport Logistics	314	0

[Source: Pearson, 2015c]

Appendix 6.5

Number of pupils completing Level 3 BTEC National qualifications per subject (2012 – 2014)

BTEC National courses	2012-2013	2013-2014
Sport	39,599	42,944
Business	35,917	41,963
Performing Arts	34,251	36,081
ICT	31,420	35,042
Health & Social Care	29,456	34,516
Art and Design	28,075	26,856
Science	16,636	21,144
Media	18,657	20,549
Engineering	15,196	17,847
Public Services	18,261	17,459
Travel and Tourism	9,866	11,103
Land based	7,833	8,015
Early Years	5,314	5,112
Construction	3,415	3,451
Hospitality and Catering	1,592	1,856
Hair and Beauty	531	484
Transport Logistics	67	0

[Source: Pearson, 2015c]

Appendix 6.6

Number of male and female pupils selecting GCSE PE and A-Level PE qualifications (1994 – 2014)

Year	GCSE PE (Level 2) Male entries	GCSE PE (Level 2) Female entries	GCSE PE (Level 2) Total entries	GCE A-Level PE (Level 3) Male entries	GCE A-Level PE (Level 3) Female entries	GCE A-Level PE (Level 3) Total entries
2004	88,458	45,676	**134,134**	12,324	7,265	**19,589**
2005	93,713	50,481	**144,194**	12,532	7,594	**20,126**
2006	99,614	53,212	**152,826**	13,640	8,194	**21,834**
2007	101,544	54,081	**155,625**	13,567	8,198	**21,765**
2008	96,527	52,541	**149,068**	14,082	8,258	**22,340**
2009	88,961	47,670	**136,631**	13,871	7,801	**21,672**
2010	80,195	43,712	**127,017**	13,497	7,115	**20,612**
2011	70,601	37,768	**108,369**	12,612	6,732	**19,344**
2012	66,431	35,149	**101,580**	11,030	5,866	**16,896**
2013	68,872	36,023	**104,895**	9,437	5,004	**14,441**
2014	74,708	38,263	**112,971**	8,341	4,419	**12,760**

[Source: JCQ, 2014a]

[Source: JCQ, 2014b]

Appendix 6.7

Number of male and female pupils completing Level 2 BTEC First qualifications per subject (2014)

BTEC First courses	Female	Male
Science	55,192	58,112
Sport	24,252	48,759
Business	16,999	23,329
Performing Arts	24,197	15,262
Health & Social Care	30,386	2,559
ICT	11,113	21,797
Art and Design	14,985	9,834
Media	5,891	10,617
Engineering	795	15,234
Public Services	3,393	8,301
Construction	367	9,043
Travel and Tourism	5,515	3,580
Land based	3,353	2,628
Early Years	5,002	136
Hospitality and Catering	1,977	1,392
Hair and Beauty	451	1

[Source: Pearson, 2015c]

Appendix 6.8

Number of male and female pupils completing Level 3 BTEC National qualifications per subject (2014)

BTEC National courses	Female	Male
Sport	9,217	33,726
Business	18,086	23,874
Performing Arts	18,553	17,528
ICT	5,861	29,181
Health & Social Care	32,454	2,061
Art and Design	17,884	8,972
Science	11,327	9,816
Media	6,935	13,613
Engineering	948	16,897
Public Services	5,732	11,725
Travel and Tourism	8,738	2,365
Land based	5,339	2,674
Early Years	4,963	149
Construction	259	3,192
Hospitality and Catering	1,233	623
Hair and Beauty	484	0

[Source: Pearson, 2015c]

Appendix 6.9

Grade profiles for males and females in GCSE PE and A-Level PE (2014)

	A*	A	B	C	D	E	F	G	U
GCSE PE									
Male	2.9%	14.2%	24.9%	26.5%	18.6%	8.9%	2.9%	0.8%	0.3%
Female	6.5%	19%	24.3%	22.3%	15.8%	8%	2.9%	0.9%	0.3%
A-LEVEL PE									
Male	2.0%	8.7%	20.6%	26.5%	24.1%	15%			3.1%
Female	5.5%	15.5%	25.8%	23.9%	17.8%	10.1%			1.4%

[Source: JCQ, 2014a]

[Source: JCQ, 2014b]

Appendix 6.10

Current assessment structure for GCSE PE (full course)

AQA (4892) (for exams June 2014 onwards)	Edexcel (Issue 6) (For first certification 2014)	OCR (J586) (April 2012)
Unit 3: Knowledge and Understanding for the Active Participant External assessment – 1 hour 30 minutes written examination paper. 80 marks **(40%)**	**Unit 1: The Theory of Physical Education** External assessment – 1 hour 30 minutes written examination paper. 80 marks **(40%)**	**Unit B451: An introduction to Physical Education** External assessment – 1 hour written examination paper. 60 marks **(20%)**
Unit 4: The Active Participant Controlled assessment – Four assessments from at least two groups/ways of thinking. Candidates may choose to be assessed in their preferred roles such as player/performer, organiser, leader/coach, official, but with at least two as player/performer. 90 marks **(60%)**	**Unit 2: Performance in Physical Education** Controlled assessment (internally set and assessed) – Based on four performances in practical contexts in at least two different types of activity, including new roles of official and leader for practical performances, but with at least two performances as a player/participant. 50 marks **(60%)**	**Unit B452: Practical Performance and Analysis** Controlled assessment (internally assessed and externally moderated) – Two practical performances from two different activity areas, in roles such as performer, leader and official. 60 marks **(30%)**
		Unit B453: Developing Knowledge in Physical Education External assessment – 1 hour written examination paper. 60 marks **(20%)**
		Unit B454: Practical Performance and Analysis Controlled assessment (internally assessed and externally moderated) – Two practical performances from any activity areas, and an Analysing Performance Task (AP) for one activity. 60 marks **(30%)**

[Sources: AQA, 2014; Edexcel, 2012; OCR, 2012]

Appendix 6.11

New assessment structure for GCSE PE

Examination assessment 70%	Practical performance 20%	Analysis / evaluation 10%
Written examination paper – covering the scope of study including: • Applied anatomy and physiology • Movement analysis • Physical training • Use of data • Sports psychology • Socio-cultural influences • Health, fitness and well-being	Students will be assessed in two different activities in the role of player/performer	Analysis / evaluation / training programme – involves students making connections between theory and practice. They will be required to use the technical vocabulary, terminology and definitions associated with the study of physical education.

[Source: DfE, 2014]

Appendix 6.12

Guidance from the University of Cambridge regarding 'soft option' A-Level courses

UNIVERSITY OF CAMBRIDGE

Entrance requirements

The list below details the A level subjects that *together* provide a *less effective* preparation for our courses. To be a realistic applicant, a student will normally need to be offering two traditional academic subjects (ie two subjects not on the list below). For example, Mathematics, History and Business Studies would be an acceptable combination of subjects for a number of our courses. However, History, Business Studies and Media Studies would not normally be considered to be acceptable as this combination contains only one subject not from the list below. Similarly, for students studying for the International Baccalaureate not more than one of the subjects listed should be taken at Higher Level to count as part of the Diploma. Please note that choosing to take any of these subjects individually will not disadvantage your application as long as you are taking those subjects identified as being essential/desirable for your chosen course.

A levels		IB
• Accounting • Art and Design (see also **Architecture**) • Business Studies (see also **Economics**) • Communication Studies • Dance • Design and Technology (see also **Engineering**) • Drama/Theatre Studies • Film Studies • Health and Social Care • Home Economics	• Information and Communication Technology • Leisure Studies • Media Studies • Music Technology • Performance Studies • Performing Arts • Photography • Physical Education • Sports Studies • Travel and Tourism	• Business and Management (see also **Economics**) • Design and Technology (see also **Engineering**) • Information Technology in a Global Society • Theatre Arts • Visual Arts

Please note:

- General Studies and Critical Thinking A levels will only be considered as fourth A level subjects and will not therefore be accepted as part of a conditional offer.
- We expect you to be proficient in essential key skills, however, we will not require you to have completed the Key Skills qualification.
- Where your choice of A level (or equivalent) subjects has been constrained by factors beyond your control (eg subject not offered by school/college), you are advised to contact a College Admissions Office for advice.

[Source: University of Cambridge, 2008]